

PERSONAL

What better season than Christmas and Epiphany to talk about religion? I have, one way and another, a cautiously optimistic view of the educational scene, as we square up for 1983.

In spite of cuts, closures, and a good deal of infighting, there are some signs of change. Something will probably be done about examinations; something will be done about spoken, as well as written, English; it is even possible that modern languages may begin to be more sensibly taught; and it is within the bounds of possibility that the bottom 40 per cent of the ability range may get some attention.

But religious education is different. It is hard to see any gleams of hope in this field. I was not at all encouraged by the supplement devoted to the subject before Christmas (*The TES*, December 17).

One odd fact about this supplement was that, even when the subject-matter was Christianity, the word "church" occurred nowhere in the text. In talking about RE this seems to me an extraordinary omission. If you asked ordinary non-teachers why RE was a compulsory subject in the curriculum of maintained schools, they would probably say that it was because the C of E was the established church, and therefore all schools must teach

the Christian religion.

It is not, that is to say, because religious education has any exceptional or intrinsic educational virtue; it is simply because it, religion, is part of the institutions within which children live. And this remains true, even if few of them go to church or believe what they hear there. If the church were to be disestablished, the law requiring RE would also be changed.

If this fact were explained to children (and the explanation, part historical, part, as it were liturgical, would be educationally valuable and not easy), then both they and perhaps their teachers might begin to see religion in its institutional context, and, like it or hate it, a part of English history and tradition no less than parliament itself. An understanding of the church would involve an understanding of how the Church of England broke away from Rome and how the Free Churches broke away from the Church of England.

But it would involve more than that. It would require a knowledge of the Church Year, and therefore of the story which dominates the Christian religion. It might also involve some acquaintance with the Old as well as the New Testament. It would involve some knowledge of



Mary Warnock

the liturgy, prayer book and Bible.

To be taught in this way would not require that the pupils believed in what they were taught, though of course they might do so. But it would require that they knew what the Church teaches, subject though that is to various interpretations. In schools where parents were unwilling that their children should be taught the teachings of the Church of England, alternative arrangements could be made, so that children of other faiths could have analogous instruction.

Knowing what the Church teaches does not seem to me to entail any

kind of intolerance of other churches or of other religions. With the background of a fairly secure familiarity with Christianity, indeed, it might be more interesting and more intelligible in more or to consider other kinds of religion. But to start with comparative religion is to turn RE immediately into a branch of anthropology which teachers themselves, I suspect, find very difficult to manage.

For anthropology handled by amateurs tends to show all subjects to be trivial. And religion, for those who embrace it, is not trivial, but a permanent and conservative element in their life. It cannot be thought to be a matter of no importance, for example, in a Muslim, or, indeed, a Christian. (It is because of the permanent and distinctively enduring nature of religion that religious innovators, when they try to bring the Church up to date, rewrite the liturgy or otherwise tarry up the institution, are engaged in such a contradictory enterprise.)

Of all the many suggestions put forward in the RE supplement, therefore, the most depressing was that of John Fletcher. His recipe for success was not just anthropology, but the giant offspring of the union of anthropology with linguistics whose name is Structuralism. "All

the teacher need do," he wrote, "is to outline in the class the distinction between the sacred and the secular. You know: the New and the Old."

Of course, I have no doubts about that the teaching profession would find this the easiest thing in the world. But why should it? Why should the gospel of Levi Strauss be thought more accessible than other gospels, surely more deeply woven into the culture of the schoolchild, even if unrecognized as such?

After all, Levi Strauss simply invented his sets of oppositions, the framework of which we have interpreted our texts. Why should we follow him? If we have to be structuralist at all (and I think that it is fun, up to a point), let us invent our own? The day when all fashion came from him is long past.

In any case, just as structuralist literary criticism can seem to be applied to something that is not structuralist, so structuralist anthropology can seem to be applied to something that is not anthropological. It is almost ritualistic, made of things quite as mechanical as the outpouring of leopards' passages of the Bible, and, less permanently, of leopards.

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Tory shires put block on London weighting rise

by Richard Garner

The Conservative-controlled county councils have blocked a substantial rise for London's 78,000 teachers. They have prevented the teachers' own employers from offering enough money to match the increase in the cost of living in the capital.

An arbitration panel was told this week that the Association of County Councils, backed by the Department of Education and Science, had voted down a proposal in the Burnham Committee management panel to increase the London weighting allowance by 14 per cent. The Inner London Education Authority and the Labour-controlled Association of Metropolitan Authorities, which backs the outer London authorities in pay negotiations, were both ready to pay the increase.

As a result of the ACC-DES attitude, the eventual offer was reduced to a 10 per cent increase in the allowance for teachers in inner London with nothing for those in the Home Counties, teacher representatives told the three-man arbitration panel. Its findings are to be announced next month.

Of the total London Area Allowance pay bill of some £62m, near-

ties which are represented on the Burnham committee through the Association of Metropolitan Authorities," the document adds.

"The teachers' panel can well understand that 'ability to pay' is a valid argument for an employer to use in pay negotiations but it is perfectly clear that, in these negotiations, the employers who pay the London allowance are willing, and therefore presumably able, to pay increases of at least 14 per cent."

In its submission, the management panel speaks of the serious financial problems facing local authorities and says that the 10 per cent offer "will place a burden on most local authorities in London struggling to maintain their education service."

The management panel also says that cost-of-living allowances of the order sought by the teachers are no longer necessary to lure teachers to work in London schools.

"The Department of Employment reports that at September 1982 in the country as a whole there are some 23,000 unemployed teachers and in the Greater London region the number is 4,000," it adds.

"Some London authorities share the problems which all authorities are encountering in recruiting teachers for certain shortage subjects (craft/design/technology, mathematics and some science subjects were quoted). Within these problem areas, authorities have been able to report an improvement in recent years and they reject the notion that extra salary would solve the problem."

"A few authorities report difficulties in recruiting for certain senior posts in schools. It has been difficult for them to pinpoint the source of the problem; but the nature and the environment of the school seems to be a major influence."

At present, 45,600 teachers living in inner London receive an extra £834 a year, 32,100 teachers in outer London receive £549 a year and 26,300 on the fringe of London receive £231 a year.

The arbitration panel was chaired by Professor John Wood, who has chaired teachers' pay claim arbitration hearings in the past. Mr John Hughes, from Ruskin College, was the teachers' nominee while the management panel nominated Mr Michael Marshall-Clark, from British Steel.



Teacher Ian Townsend - who is in the Falklands under the British aid programme - seen with pupils at Stanley Infants and Junior school.

Falklands up in arms over hostel delays

by Hilary Wilce

Britain's main educational aid project in the Falkland Islands - a boarding school for 80 children - has been "an absolute disaster, a liability to the islands," an island councillor told *The TES* this week.

His remarks came as islanders were pressing Mrs Margaret Thatcher, Prime Minister, for a radical improvement in educational facilities. The school, which has been in the islands since 1981, has cost three times more per child than such a project would normally cost elsewhere, ODA was looking generally at educational provision in the islands, and did not know what the future of the building would be.

The hostel is now being used as British Army headquarters in the islands. Boarding children are accommodated in a house and a hanger in the town, but Portakabins are being shipped out from Britain for some of them next month in order to accommodate them all at one location.

This "gypsy caravan" arrangement was highly unsatisfactory, Mr Peck said. "The whole affair is bound to have set these children back in their schooling."

At a meeting on Sunday night in Port Stanley legislative councillors pressed Mrs Thatcher for action in three priority areas - education, roads and land distribution.

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development Administration. An ODA spokesman denied allegations that the building did not conform to safety regulations, but admitted it was unhappy about the project. The roof had been leaking prior to the Argentine invasion, and the building had cost three times more per child than such a project would normally cost elsewhere, ODA was looking generally at educational provision in the islands, and did not know what the future of the building would be.

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One-eyed magician? Pat Porter on "Cyclops" the OU's new graphics system soon to become more widely available. Adrian Berr-Smiles reviews a television series on our legal system.

Extra: children's books

Articles including one on new editions of *The Wind in the Willows* (right) interviews and reviews of children's fiction, poetry and picture books by Joan Aiken, Brian Alderson, Eddia Bloken, Charles Causley, Jill Paton Walsh, Neil Philip, Nicholas Tucker and others. 25-34



Patricia Rowan meets David Hancock, the Treasury official who is to take over the top DES post.

Dance to the music of time



Two days before Christmas David Hancock visited the DES for the first time to meet Sir Keith Joseph and Sir James Hamilton, after the announcement that he is leaving the Treasury to succeed Sir James as permanent secretary in May.

Sir Keith recommended one or two books produced by the Centre for Policy Studies to read himself in, and officials followed up with a weightier take-away bundle.

One week later, Hancock observed that the DES's own *The Educational System in England and Wales* had probably been the most useful document, though he had been dipping into the OU course about the control of education until he was stopped short by the advice to "spend at least three hours on this piece of reading."

He was clearly more stimulated by the paperback on his desk by an old friend, Maurice Kogan, on *The Politics of Education*, an account of conversations with Edward Boyle and Anthony Crosland to which he returned several times in the course of his first interview on the education front.

He had heard about Sir Keith's book lists at the Department of Industry and, as an economist, had been, well, fascinated by Sir Keith's choice.

David Hancock's economics began at Oxford, where he went as a scholar to Balliol to read PPE on the advice of his history teacher at Whitgift school, Croydon. Unusually, he specialized in both economics and philosophy, and he took a first. The diplomatic service had been his boyhood ambition, and he sat for that as well as for the home civil service, though by then he "very much wanted to go to the Treasury." In fact, he was sent to the Board of Trade for two years, and didn't know until later that he had been on the Treasury's books all the time.

Within 10 years his contemporaries knew he would be a permanent secretary, and it was thought that of his generation he was the most likely head of Treasury.

In the event, it seems he was tipped to that job by Peter Middle-

ton, though it is reported that Treasury colleagues thought Hancock a better manager of men. Whatever he privately feels about that, he was affronted rather than pleased to hear that they also thought him far too good for education.

"That's absurd. A lot of very dis-

Profile

tinguished civil servants have worked here, and it has to be of vital importance. And after all, it was the Prime Minister's only department. But he had been a little disappointed by the dictum in Kogan's book that ministers who served there were either on the way out or on the way up.

The PM's influence is felt particularly closely in his present post, seconded to the Cabinet Office to coordinate EEC policy, with particular reference to finance. He has become rather a community specialist over the last 10 years, having spent two years in Brussels as a financial counsellor.

Though said at one stage to have been handicapped by a seeming coldness in manner, and to have been given at least one job (in personnel) on the way up to counter that, the feeling for history that he has does break through, with even a dash of romanticism. He has more than a passing regret at leaving his present seventeenth century office in the old Kent Treasury, with the view of Horse Guards, the marble fireplace and the staircase just outside the door where Princess Anne fled the Whitehall maids' storm before she became Queen.

But he comes to the Department

of Education and Science (and the view of Waterloo station) with a reputation for being civil servants as clever and practical.

He is said to be exceptionally able, but never to have shown his slightest interest in education. His own 14-year-old son is at Dulwich College, the same sort of independent day school that he attended himself. His nine-year-old daughter is very severely handicapped, as a result of rubella, and is at an ILBA school of which he speaks extremely highly. His wife, Jill, has written children's books.

What does he offer the DES, at a time when fortunes and morale are low, apart from the pre-Fullton quietification of the brilliant quietist and membership of a new Whitehall elite, moving through into the top jobs together? *The Times* calls the current reshuffle "Dance of the Mandarins".

His first proviso is that he never forms conclusions about any job until he has been in it for six months, and will make an exception in this case, by extending the period to 12 months. His New Year resolution for 1983 is "not to leap to any hasty conclusions."

"But if morale is low it is the duty of the DES to restore morale," he says very seriously. "Low morale is usually due to disagreement or confusion over objectives. A process of rethinking is required which will enable everyone to cooperate in pursuing objectives. They should be national ones in education."

Morale on the EEC finance team was high, "not because of any great success, but because everyone had the same objective: to get a better deal out of the community."

He agrees that his first impression is of a department worried about its

be on opportunity to increase efficiency. During expansion standards inevitably erode; with contraction it should be possible to raise them.

Going back to Kogan, writing 12 years ago on *The Politics of Education*, "it struck me how little things have changed. All the issues we have been discussing are in that book - the powers of central and local government, the question whether the education system is producing people well adapted to life. The only big difference was that that was written at a time of ex-

position."

In spite of his reputation for being civil servants as clever and practical, though it is that deceptive reputation that can suddenly turn into a

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HMIs move in on teacher education

John Eggleston discusses the Inspectorate's latest attempts to monitor initial training standards

The resurgence of Her Majesty's Inspectorate as a positive force in primary and secondary schools has been one of the striking features of the past decade. A series of reports on curriculum, methodology and organization has had the mark of confident assertion that is far removed from the gentle suggestion and non-direction of the recent past. But these developments pale by comparison with the dramatic pace of events in another area of HMI concern - teacher training. Since the arrival of a new senior team in this area a year ago - which, interestingly, coincided with the appointment of some new senior officers in the Department of Education - things have changed almost beyond recognition. Publication has followed publication within weeks rather than years - each causing waves of consternation as old established practices are taken up and shaken. And it is an open secret that the August list of college reductions was influenced by the newly-sensitized antennae of the Inspectorate in a way the previous lists never were.

The first sign of the new rigour came in April with the paper on the Content of Initial Training Courses for Teachers. Addressed unambiguously to the 27 universities as well as to the 70 public sector institutions concerned with teacher training, it wasted few words and reached its target by the first page.

"It is unacceptable that the initial training system should contribute to 'hidden shortage' by sending out new teachers who are inadequately prepared. To meet the needs of schools and the legitimate expectations of employers, it seems reasonable to ask of all initial training courses that... they should meet a minimum standard of allocation of time to the main subject for all their students."

The paper went on in similar vein to urge minimal standards of content, more rigorous selection of students, discouragement of subjects "not directly relevant to the school curriculum", more coherent studies of methodology, more effective professional practice and partnership with the teachers and much else. The document concluded with 20 brisk recommendations and a series of model training courses.

"The dust had hardly settled when, on June 1, came a DES consultation paper, clearly HMI-inspired, entitled Qualified Teacher Status, which suggested that the present pattern of teachers' qualifications offering a licence to 'drive all vehicles' be replaced by one limited to age groups and subject areas. Arguing that the primary schools required protection from the hordes of displaced secondary school teachers, almost casually the paper noted that:



"The primary schools need more PGCE trained teachers with degrees directly relevant to the primary curriculum. The Secretary of State might need to impose admission requirements upon particular PGCE subject courses, and on the subject content of BED and other undergraduate teacher training courses."

Within weeks the DES was endeavouring to do just this for both primary and secondary courses in ACSET via the UGC. And, just in case anyone had any doubts about how it could be made to work, the answer was ready.

Training institutions would be required to specify the phase and subject details of courses when informing the DES of successful course completions; and the DES would include these details in letters notifying the teachers concerned of their QT status.

The Education (Teachers) Regulations 1982 (see paragraph 1) might have added a requirement that the staff of teachers employed at a school shall have qualifications appropriate to the ages of the pupils and the curriculum offered.

Idea of how to help pupils prepare for their adult working life" but "many of the institutions seen were not well placed in terms of staff background and expertise to introduce the preparation for working life component into initial teacher training".

Some of the most trenchant criticism concerns teachers' marking. "There were some cases where exercise books and files had apparently not been looked at for a term or even since the beginning of a year". Moreover, "in only a minority of schools had a policy for marking been discussed and formulated by the staff". It is many years since HMI wrote this language and, predictably, the clouds of dust and smoke have re-arisen in even greater density.

But the papers themselves are only half of the story. The other is the quite specific attempt to influence other bodies. Both the content and the qualified teacher status papers have been presented to ACSET and a range of other bodies and there is plenty of evidence that their influence has been felt there. But it is in the universities that the most striking moves are taking place.

Traditionally, the inspectors have visited university departments of education only on invitation and infrequently. HMI, suggestions on the initial training are seldom offered - or sought. But with the relative increase in the role of university-based PGCE courses in the total of initial training, particularly in the primary sector, HMI, understandably, feels an urgent need to extend its now drive on teachers' education to encompass the universities, too.

The Inspectorate is tackling the situation in several ways. Not all are yet bearing fruit but the resolution and determination are unmistakable. One, with the aid of the DES, was an attempt to suggest a national allocation of subjects for UDE PGCE courses to the University Grants Committee. This was rejected but led to a joint UGC education committee and Universities Council for Education for Teachers meeting, attended by representatives of all UDEs at which a not dissimilar "rationalization" was agreed in principle. The meeting was notable for the contribution of HMI - present by invitation, of course.

The committee then went on to comment: "Members of the standing committee expressed the preliminary view that the existing informal relations between HMI and university departments of education should be maintained and strengthened".

The Universities Council for Education for Teachers was in no doubt about the issue here - the desire of the Inspectorate to be able to visit UDEs as of right. Allow by the some post the council was to all its members stating that:

"The traditional position has included an agreement, sometimes referred to as the concordat, reached many years ago with the body which preceded UCET, and which stated that Heads of UDEs would, as and when they felt it appropriate to do so, invite HMI to visit the department to discuss the work. The executive would feel itself to be in a stronger position vis-à-vis the claims now being made for it knew that such invitation were, in fact, being issued. Clearly these are matters for each university to decide for itself; the executives feel that visits ad hoc for a particular purpose (for example, the Cockcroft recommendations, or the introduction of a primary school course) would be less likely to put at risk the university's autonomy than the type of visit often described as a 'full inspection'. It will be understood that there could be no question of reporting on the work of an individual teacher of the university."

Yet several of the larger and more successful UDEs have taken a different view, wanting to be more fully aware of the reality of the initial training being done in the university sector and the needs of senior inspectors to visit their departments for an extended period. Two UDEs have already conceived such a team, another is just about to do so, and more are under negotiation. HMI is delighted, even amazed, that such plans have been covered in so short a time. Some of the less senior inspectors are talking hawkishly about the prospect of UDEs. Although they are put down from above, such comments highlight the deep uneasiness felt in many university departments already weakened and disturbed by the traumas of their present past.

It is, as yet much too early to assess the outcomes of this strategy. Clearly HMI has every intention of being able to bring the requirement to assure the quality of State that, in recognizing as qualified teachers to all institutions including universities, be "satisfactorily" and the Inspectorate is equally determined to provide an orderly and wide-ranging use for such recognition.

And to some it could become very different indeed. Professor John Eggleston is head of the department of education at the University.

Drop in price brings heroin within reach of teenagers

Growing use of hard drugs found among school children

by Nick Wood

Children are now experimenting with hard drugs such as heroin and cocaine, according to a leading researcher into drug abuse.

Mr Richard Hartnoll, a senior research psychologist at University College Hospital, London, says that there has been a dramatic rise in the casual use of heroin over the past three years.

As the real cost of buying it dropped by half, the number of users in London has doubled, he says. At a street price of around £5 a fix, heroin is no more expensive than cannabis.

The result is a growing number of young people - some only 15 or 16 - experimenting with the drug.

Part of Mr Hartnoll's work has been to probe the extent of drug misuse among children of school age - a notoriously difficult area to research and one on which there is little firm evidence.

He told the TES this week: "I have been in this field for 10 years but it is only in the past couple of years that heroin use among the younger age group has cropped up."

In particular schools, in the Camden, Westminster, Kensington and Chelsea areas of London, where these chaotic polydrug users have been pupils, or where they have friends, they were experimenting with drugs such as heroin.

He said there had been a marked shift in the kinds of young people turning to heroin, which in drug-taking circles has lost much of its fearsome reputation over the past decade.



Hard drug taking... concern among youth workers

make do with barbiturates and glue."

His research is at least partly confirmed by police in London. Sergeant Tony Wills, who works in the juvenile bureau in North London's Albany Road police station, said: "As is generally known throughout the country, there is an increase in the use of heroin which is filtering down to younger people."

But with arrests for heroin possession still running at very low levels, it is impossible for the police to be certain about how serious a problem they face.

But there is great concern among London youth workers who are frequently in the front line, dealing with youngsters experimenting with a variety of drugs.

Many are afraid to speak out, concerned that publicity will destroy the fragile relationships they have built up with rebellious teenagers.

However, one in north London said: "Heroin is the thing that scares me. Around here you can buy enough to kill you for £5. The dealers are saying 'We haven't got any cannabis but we do have heroin' - if you sniff it, it is not addictive."

"Through crime and the black economy, kids have access to fairly large sums of money. They are contemptuous of glue sniffing, but cannabis is being used in a big way and they're beginning to pick up heroin."

Youth clubs are sometimes used as the venues for drug-taking, he added. Cannabis use can start with small groups of teenagers and then spread like wildfire.

Some youth workers prefer to turn a blind eye to the use of illegal drugs, especially when it is restricted to a soft drug such as cannabis. Mr Hartnoll added:

Active use of drugs in schools appears to be rare. Mr John Morley, headmaster of St Richard of Chichester school, north London, said that the only evidence of drug-taking among his pupils had been two plastic bags - which suggested glue sniffing - found in the toilets two years ago.

But the Inner London Education Authority does appear to be concerned. In the past two years it has sent two circulars to schools warning them to be alert to the signs and symptoms of drug abuse.

Access to data pledge

by Biddy Passmore

Pupils, parents and teachers will be able to demand access to personal records about them stored on computers in schools and town halls, if the new Data Protection Bill becomes law.

The Bill gives the subjects of such information the right to see it on payment of a fee, thought to be under £10. They may also sue for damages if they find the information inaccurate or misleading.

But it does not cover records kept manually, so it will not affect the most sensitive items, such as subjective remarks about pupils' home background or teachers' personal qualities. These are usually stored separately on paper.

"It is very difficult to hold subjective views on a computer", a computer expert in one large urban authority said this week.

Nonetheless, many authorities which keep information centrally on pupils and teachers, as well as the growing number of schools that use their own microcomputers for personal records, will need to tighten up on procedures to meet the Bill's strict requirements.

"I have the impression that methods of checking files are not so good in schools as they are in industry and commerce", Mr David Lancaster, senior lecturer in education management at Sheffield Polytechnic, said this week.

Some urban authorities keep statistics on the racial background of pupils which may prove contentious. The local authority associations are worried about the financial and administrative implications of the Bill, which requires all data users to register with a data protection registrar. They will also have to prove to him that the information is being fairly and lawfully gathered, kept and used.

A registration fee will be charged but it is not yet clear if only the individual school or college storing personal information on computer. The Bill is due to start its progress in the House of Lords in two weeks' time. And if it becomes law it will enable Britain to ratify the European Convention for the Protection of Individuals regarding automatic processing data.

Sexual equality begins in the home

by Hilary Wilce

Home economics teachers must guard against talking constantly about "housewives" and automatically addressing their pupils as "girls" when there are boys in the classroom.

They should invite male colleagues into their classes to talk about the man's role in parenthood and homemaking, and should involve themselves in the application of science and technology in the home.

These are some of the immediate steps suggested by an equal opportunities working party to make home economics more relevant and appealing to boys.

The working party, set up by the Equal Opportunities Commission, points out that seven years after the Sex Discrimination Act and a major report from Her Majesty's Inspectorate deploring the lack of equal opportunities in the curriculum,

home economics is still widely seen as a girls-only subject. In 1977, only 1 per cent of the country's 12,800 domestic science teachers were men and the small number of boys taking domestic subjects at CSE or GCE O level has risen only marginally in recent years.

Modern home economics should develop an understanding of people and their basic human needs for food, shelter and personal relationships, the report says. "Most boys and some girls will leave school ill-equipped for personal independence and for taking shared responsibility in home and family life unless home economics forms some part of a compulsory core."

The subject's traditional status means that a feminine bias needs to be eliminated. Teachers are recommended to talk of "parents", "householders", and "consumers" and to devise work programmes

suitable for all pupils. Publishers and advertisers need to be encouraged to produce non-sexist materials, and teachers must make pupils aware of the bias in traditional materials. Boys should not be disadvantaged by being given tasks that draw on the kind of background knowledge and experience which may be more familiar to girls.

The report presents checklists for schools on curriculum organization and content, and available resources. They include such questions as "What subjects are set against home economics?" and "Are the sexist assumptions of the popular culture and its images in magazines, television, advertisements and commercials discussed and analysed?"

Equal Opportunities in Home Economics? Equal Opportunities Commission, One New Square, Quay Street, Manchester M3 3HN.

Closure nearer

Members of Conservative-controlled Belling's education committee have voted to go ahead with a controversial plan to reorganize the borough's secondary schools despite protests by teachers, parents and Labour opposition members.

The plans involve closing Farrington and Reynolds schools in Acton, opening a new county mixed high school by August 1984 and closing Elthorne High School by 1986.

A micro first for Britain

Britain is the first country to have provided every secondary school with a computer, according to Mr Kenneth Baker, Industry Minister of State.

His department's "Micros in Schools" scheme aimed at supplying a computer to every secondary school has received 5,800 applications.

"This means that almost every school in Britain has taken advantage of the scheme. As far as we can judge, every secondary school now has some computer facility and we are the first country in the world to achieve this," he said in a Commons written reply.

About 3,400 applications had now been received under the new primary schools' scheme, and he was confident that nearly all would buy a microcomputer by the end of 1984.

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ACSET ready to accept subject and age curbs

by Bert Lodge

The Government's Advisory Committee on Teacher Training (ACSET) is expected to recommend, not later than the end of next term, limitations on the subject and age groups of pupils teachers qualifying in the future may teach.

Britain is one of the few countries with an advanced education system in which qualified teacher status allows the holder to teach any subject to any age group.

The committee will also recommend an end to the arrangement which allows multi and science graduates to go straight into teaching without training.

The proposals to limit teachers to subjects and age groups will be made despite a strong condemnation of the proposal made at a full meeting of the committee last Wednesday by representatives of the National Union of Teachers, taking their places for the first time after boycotting the committee for two years in protest at not being offered more than two seats.

Mr Ian Morgan, NUT spokesman for teacher education, said limiting subjects was an attempt by the Government to assert political control over teacher preparation. And confining them to certain age groups was intended to split the profession into elementary and secondary teachers.

Other teacher associations have also expressed misgivings since a DES consultative paper on the topic was published last May but draft advice considered on two separate occasions by the ACSET teacher-training sub-committee and revised before going before Wednesday's meeting of the full committee designated for three age ranges, 3-8, 7-12, 11-18.

In any case, Sir Keith Joseph, Education Secretary, is so keen to introduce a specialist element into qualified teacher status that he could, well, disregard any counter-recommendations. The precedent was set both in 1981 and last year when decisions on the recruitment of student teachers were made against the committee's advice.

Under the Education (Teachers) Regulations, 1982, qualified teacher status follows the successful completion of a course approved by the Secretary of State and Sir Keith could simply withhold approval of courses which did not specify which subject area and age group they were intended for.

At the same time, the committee is expected to emphasize that the ideal body for approving teacher training would be a General Teaching Council, still unconstituted 12 years after it was proposed in the Weaver report.

In a speech at Durham University last October, Sir Keith indicated he would be prepared to allow teachers to switch to subject areas or age groups other than those for which they were trained, provided they underwent a course of re-training first.

The committee will also recommend that students accepted for courses, but who turned out unsuitable for teaching, should be awarded the degree but without a qualified teacher status.

This is a reaction to the high drop-out rate - as much as 20 per cent - recorded on some courses and to the recent HMI report, *The new teacher in school*, which found one in four probationary teachers not yet equipped to be in the classroom.

Regulations introduced in the early 1970s that graduates should no longer be allowed to teach in schools without training were withdrawn in the case of medical and science graduates because of the acute shortage of teachers specializing in those subjects.

Despite increasing pressure from the profession for only trained teachers, about 200 a year still enter school in this way.

Drastic reforms in teacher training recommended by HMI in a document circulated privately last summer (*The TES*, August 6) have been either dropped or modified in the final version published this week.

A suggestion that the current one-year Postgraduate Certificate of Education course be lengthened by

almost half as much again to 44 weeks has been replaced by a model structure of a 36-week course. And the recommendation that intending teachers of junior children should spend at least two years studying their special subject has been dropped.

The proposal that the PGCE course - currently lasting not much more than 30 weeks - be lengthened to 44 weeks brought opposition from universities, polytechnics and institutes of higher education, although if the course had simply been doubled to occupy two academic years this would have been welcomed. Universities were particularly worried about problems associated with opening buildings normally closed during vacations, and all institutions would have faced the staffing difficulties associated with a course planned from July to July.

At the same time there could have been financial advantages for staff in the public sector because of their different contractual arrangements.

The call for intense subject specialization among primary student teachers found little favour among teacher trainers in that sector although they were assured at a recent conference by Mrs Pauline Perry, chief HMI of teacher training that primary schools were asking more and more for specialists.

The final version suggests studying a curriculum "area" in some depth which "might" occupy the equivalent of two full years of the BED course.

Another recommendation that primary training should include not less than 110 hours each on language training and children's motor development is replaced by a reminder that this is roughly the amount of time on these subjects suggested in Government reports.

Teaching in schools: the content of initial training. HMI discussion paper free from the DES, Room 211 Elizabeth House, York Rd, London SE1.

Scots comprehensives get good results in 'uncreamed' areas

by Biddy Passmore

Comprehensives achieve as good results as selective schools where they are not in local competition with them for the brightest pupils.

This emerges from a new report on Scottish secondary education to be published next week.

The report, based on a survey of more than 20,000 pupils who left school in 1976, finds that comprehensive schools have had a small levelling effect on attainment. They raised slightly fewer pupils to the highest levels but helped more to progress beyond the minimum.

Socially comprehensive schools appeared to level out differences, narrowing middle class children's lead over working class children. The authors suggest, however, that this may simply reflect the greater tradition of social equality in areas of Scotland where comprehensives or their forerunners have been longest established.

The Scottish survey was able to examine the results of 69 fully comprehensive schools because reorganization was further advanced in Scotland by the mid-1970s than in England. The research team - John Gray, now lecturer in education at Sheffield University and Andrew McPherson and David Raffie of Edinburgh University - also took a very strict definition of what constitutes a comprehensive school, rejecting as "cream" any school with even one selective school nearby.

All other schools, including grant-aided (direct grant schools), were included in the selective sector. The two groups of schools were found to have almost the same proportion of middle class pupils.

At the top end of the scale, the report found that only 15 per cent of comprehensive pupils got at least three passes in "highers" (like two A levels, the minimum requirement for higher education compared with 17 per cent in selective schools. But at every other level, comprehensives scored as well or better. In O grades, for instance (equivalent to English O levels) 7 per cent of com-

prehensive pupils got five or more passes, compared with 6 per cent in selective schools. And 35 per cent of comprehensive pupils got one or more pass, compared with only 28 per cent in the selective sector.

Like the Rutter report on 12 inner London secondary schools, the Scottish survey finds that some comprehensive schools achieve much better results than others with similar intakes. In the "most effective" quarter of schools, for instance, at least 10 per cent more leaves were successful in O grades than in the "least effective" quarter.

But, unlike Rutter, it says schools which are effective on one measure - such as boosting exam results - are not necessarily the same as those which do well on another - such as cutting truancy levels.

The study also gives a sharp knock to the popular belief that the Scottish education system gives the bright working class child (the "lad o' pairts") - a better chance of success than the English system.

"Scottish education since the war has been neither meritocratic nor equal," it says. "The levels of inequality reported... are similar to those observed in England and other Western societies. It also finds that expansion has done nothing to reduce class difference in education: middle class children are still six times as likely to enter university as their working class counterparts."

On truancy and leavers' satisfaction with their last year - where the authors found only trivial differences between selective and comprehensive schools - the report makes disturbing reading. Truants are "not a deviant minority but a substantial majority," they say.

The report also shows the importance of over the smallest exam success for finding jobs. Unqualified leavers were twice as likely to be unemployed as others with only one or two O-grade D or E passes, they found - although leavers seemed unaware of the difference exams had made to their chances.

Nick Wood visits the annual conference of the Association of Science Education and encounters a Californian teacher who claims to be the best in the business.

How Dr Wong and ERIC aim to put the teaching profession right

They sat on the floor... they stood at the back... they blocked the aisles... they squeezed two to a seat. And an hour later, a weather-beaten pillar of the educational establishment roared like a first night audience warming to the latest West End hit.

Dr Harry Wong, a 50-year-old Californian, had found another 1,000 converts in the unlikely setting of the annual conference of the Association of Science Education. As they scurried off to more prosaic subjects, even Manchester's on-stop drizzle couldn't dampen a zeal that if it survived the weekend would have "D" stream up and down the country wondering what had hit them.

Dr Wong, with his sharp blue suit and diamond-studded signet ring, looks the archetypal Hongkong businessman, cruising from deal to deal in his Rolls. In fact, he's a "plain old-fashioned teacher", the youthful survivor of 28 years in the classrooms of San Francisco, and, to paraphrase a hype-machine that would do credit to Stephen Spielberg, the teacher who claims to be the best in the business.

A member of the National Science Teachers Association of America, Dr Wong was in Manchester to deliver the ASE/NESTA exchange lecture on "teaching science with panache, verve and élan". But just in case this wasn't enough to pull in the crowds, there was the added lure of some startling advance publicity.

"He will show how he has no discipline problems, has a zero drop-out rate, has a 95 per cent assignment turn-in factor, has no reading problems, has no test anxiety, has been able to overcome science phobia with his science-ahy students, and has developed a competency-based, life skills science programme," the conference programme trilled.

But life in the Las Lamas school district was not always like that. For

Dr Wong, the road to Damascus began 10 years ago.

Ten years ago those of us who were teaching science would sit around and argue about how we should teach science. We would argue over programmes. There would be this programme and that programme... some government programme, some county programme, some provincial programme... some authority programme.

"And if we didn't argue over programmes, we would argue over approaches - traditional versus inquiry."

"One day about 10 years ago I woke up and said: 'Harry Wong - why are you sitting here arguing over programmes, publishers and plans when there is one thing that counts - how do kids learn best?'"

"And that is when I discovered that some 15 years ago in America the government put all of their research in education on to a computer."

The computer's name is ERIC - educational resources information centre - and for Dr Wong the source of all wisdom - some of which is outrageously simple, the rest simply outrageous. Everything he does, from telephoning all of his parents each week to tell them of

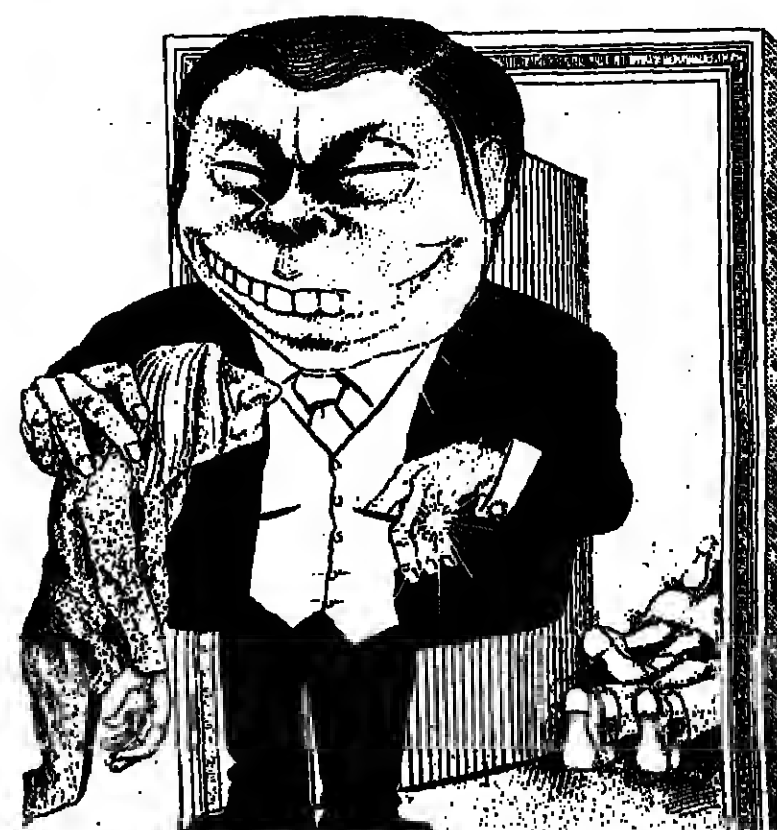
their children's wonderful grades, to the "invitational pose" he adopts in the doorway of his classroom on the first day of term, is firmly rooted in the research findings humming away in ERIC's memory bank.

"I know why I am doing what I am doing. That is how I differ from 20 years ago."

So what has ERIC taught him? First, his classroom is "ready for instruction" long before any child comes within range. With the help of the local senior citizen's club, half of whom are retired teachers, he makes sure everything is just so, then as the students wander down the corridor, Dr Wong, hand outstretched and smile nowly-polished, literally "drags" them in.

"The bell hasn't rung and Harry Wong is teaching school. Why? Because it's in the research. The research says that the longer you wait to start a lesson, the higher the rate of non-participation. If you wait 10 minutes, the research says you can forget the rest of the class."

Then follows a 20-second homily as Dr Wong, pointing proudly at his diplomas liberally displayed on the classroom walls, tells his pupils what a privilege it is for him to be their teacher. They sit back so he "hits them with his discipline plan" - a



penal code that would make Napoleon wince.

The rest is mercilessly upbeat: 78 classroom tests a year, all "criticism-referenced" by linkage to on "outcomes programme" handed out at the start of each topic, group study, continual questioning about material studied, and worksheets presented in the style and format of popular newspapers. Most biologists teach sexual reproduction - Dr Wong prefers: "Look Ma, No Pa".

It sounds like hard work - for Dr Wong as much as the class - but, he says, nothing could be further from the truth. At the end of each day, he bounds from his classroom and

whizzes off to play racket-ball with not so much as an exercise book to slow him down.

At Las Lamas, the "kids do the work". Why? Because the research says that "time on task" is the surest predictor of comprehension and exam success.

But that is not what he finds when he walks into other classrooms. "Who do you find doing all the work? The teachers. Buddies, why do you work so hard? You know it all. School is the only place I know where the workers sit around doing nothing and the boss does all the work."

Rote learning seen as aid to problem solving

Rote learning can be extremely valuable for children engaged in problem solving, a leading psychologist told the conference.

Professor Michael Halliday, chief psychologist at Manchester University, said many children struggled with problems because their immature memories rapidly became overloaded with information. Rote learning, of multiplication tables in particular, eased the burden by giving them information in economic and easily accessible packages.

Professor Halliday also threw some light on the irritating tendency of many children to forget all they are taught in school, despite the best efforts of their teachers, who apparently have no difficulty in recalling extensive biographical details about their favourite footballers and pop singers.

Motivation was part of the answer, he said, but more fundamental was the absence of broad, well-developed "knowledge structures" in the memories of children, especially those between the ages of four and 10.

In many respects young children had worse memories than adults, he said, particularly where specific "tricks" were needed to memorize successfully a piece of information.

For instance, the average adult scored much better than a child when it came to recalling lists of numbers. This was because adults actively memorize information by looking for patterns or by rehearsing sequences "under their breath".

But when pictures were used in place of words and numbers - in a sense a truer test of memory - four-year-olds scored as well as adults, presumably because the latter could no longer boost their performance by employing tricks.

Professor Halliday added that the latest evidence supported Piaget's notion of a cognitive reorganization of the child's mind between the ages of five and eight, so that by the time he was 10, the development of an "adult" memory was well under way.

The theory also explains the failure of adult human beings to recall more than a few highlights of their lives before the age of five.

"It is in this process of the development of a data base into an adult form that may well make inaccessible the memories which were laid down in a very primitive form in early childhood up to the age of five," Professor Halliday said.

Science teachers should bring peace studies into their lessons, the conference was told by Mr Paul Isaacson, a chemistry teacher at Birley High School in Manchester.

First, they should aim for "peaceful teaching", tailoring their lessons to encourage dialogue with children, encouraging self respect and developing trust.

Instead of adopting an "authoritarian" stance by issuing instructions about safety, the teacher should point out potential dangers then invite the class to draw up their own rules.

Science teachers should also not be afraid to express their personal opinions when asked by other teachers to contribute scientific expertise to general studies lessons on controversial subjects such as nuclear power.

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'Slave labour' claim over jobs scheme exaggerated

Trade unions are said to have exaggerated allegations that youngsters on the Work Experience and Employers' Premises scheme are being used as "slave labour" by employers.

Writing in the National Union of Teachers' annual careers guide, published today, Mrs Ruby Chambers, Youth Project Co-ordinator at the Rubber and Plastics Processing Industry Training Board, and Mr Colin Taylor, a research student at the Leicester Polytechnic, say: "Much criticism has been voiced by the media, and the trades unions, about companies who 'forget' to do the training, discouraged trainees from participating in day release for further education when it was available and only used 'these schools leavers as 'slave labour'."

"Doubtless there was some exploitation in a programme of such magnitude it was inevitable - particularly as those who had the job of placing increasing numbers also had the task of monitoring what was actually happening in the work place."

"To pay too much attention to such exploitation of YOP is to distort the facts and detract from the very positive outcome of this imaginative and courageous venture."

In another article in the same publication, Mr Roy Hunt, Secretary of the Initiative of Careers Office

and Principal Careers Officer for Cleveland, warns that the replacement of the Youth Opportunities Programme by the Youth Training Scheme may create a "traineeship apartheid".

He adds: "There must be special attempts to encourage the creation of sufficient training opportunities for the less able school leaver, the handicapped, the socially disadvantaged and those from ethnic minority groups."

"In this connexion, the creation of adequate openings with private and local authority employers will be of crucial importance."

"Such sponsors, it is hoped, will offer most subsequent employment opportunities. It would be most unfortunate if a kind of traineeship apartheid developed within the new scheme, with the more able being 'creamed off' by some employers."

"This would mean the most vulnerable young people would be left to enter schemes such as training workshops or community projects, where prospects of subsequent employment with their sponsors would be slim or non-existent."

In another article in the same magazine, Mr Philip Dyer, of the Spastics Society, adds that he believes that the shift from the Youth Opportunities Programme to the YTS "will create further problems for handicapped school leavers."



Sir Keith Joseph talks to Mr Phil Knibb, right, chairman of Croxteth's parents' action committee, and Mr Dominic Brady, local Labour acting spokesman for education.

Parent power in Croxteth

Croxteth started the new term this week with roughly 140 children on roll - not many fewer than last December's figures.

Over the Christmas break according to Mr Knibb, parents got an important assurance from Mr Michael Storey, Liverpool's education chairman, that he would not send balliffs in to repossess the school over the next term.

The education authority has also agreed not to stand in the way of Croxteth pupils taking public examinations this summer. The parents have now applied to the examination boards concerned for Croxteth to become an official centre, but if this fails pupils are guaranteed a place at other examination centres to the city.

The city council election in May - when one-third of the seats are up for grabs - could have a major effect on the school. The parents' strongest hope is that Labour will take control of the council from the Liberals and fulfill its commitment to issue a section 12 notice and request a small four-form entry school on the Croxteth site.

Mr Dominic Brady, Labour's acting spokesman for education, in the centre of the picture above, said his party believed that a small comprehensive was justified in Croxteth given the deprivation and social needs of the area.

As Sir Keith left the conference Mr Storey handed him a paper describing four possible options for reorganizing the city's secondary schools.

Sarah Bayliss reports from the North of England conference in Liverpool

Ineffective heads must go, however long it takes

Local education authorities which attempt to dismiss ineffective head teachers were last week given encouragement by Sir Keith Joseph, the Education Secretary.

Addressing the final session of the seventeenth North of England Education Conference in Liverpool, Sir Keith underlined his view that poor heads and teachers who were "irremediably ineffective" must be sacked.

The quality of schools depended largely on heads. "A good head can make a bad school good, and a good school better... Where heads are ineffective it is the duty of the l.e.a. to remove them from their posts no matter how time-consuming the task may be."

Sir Keith also suggested that if parents were given more choice they could help raise standards. He wanted to increase the role of parents, openly hinting that vouchers and open enrolments to schools - by which they could expand by up to one form of entry a year - were high on his agenda.

English education was properly ambitious, he said, aiming to educate every child to his or her ability. But schools were only "partially" fulfilling these aims and ambitions. More money would not miraculously turn bad schools into good ones, he said. Indeed he believed

that, taking social factors into account, there was "no correlation" between money spent above the minimum and educational performance.

He urged governors, teachers, parents and local authorities to act as agents for change. Twice he stressed that the "constant" message of HMI reports was that teachers' expectations of pupils were too low.

The Government could also act as

The North of England Conference has marked the beginning of the new year for 70 of the past 80 years. This time it was held in Liverpool with Europe as its theme to mark Britain's decade in the European Community.

It attracted over 450 people from all over the North - teachers, trade unionists, local councillors and education officers. Civil servants from the Department of Education were also present and, as has been the tradition for the past 10 years, the Education Secretary addressed the final session.

The opening address was given by the president, Sir Harold Wilson, former Prime Minister and Labour MP for Huyton, Sheffield. He will be the venue for next year's conference.

a "change agent" and had done so recently by promoting the needs of low achievers with a £2m fund for experiments. He would be announcing soon the names of the authorities chosen to run pilot schemes and at least a couple would have strong links with Europe so ideas could be shared.

Another example was the Prime Minister's recent invitation to the Manpower Services Commission to set up 10 projects with local authorities for improving technical and vocational education.

Teachers and heads could raise standards and that was why extra money was being provided for in-service training. His scheme for improving the selection of students for teacher training and the courses provided for them would be announced shortly.

Sir Keith said the principles of extending choice and improving standards applied also to higher and further education. Referring to adult education he said he would like to encourage private provision.

"Where the l.e.a. provides it I want them to strike a balance between income and expenditure." Later, during questions, he denied he was advocating privatization; the state still had a role to play especially in classes for illiterates and the disadvantaged. But he drew attention to the provision of private classes by religious and community groups in his own constituency in Leeds.



Sir Keith Joseph

Demystifying new technology

Making new technology less of a mystery was now an important task for teachers and trainers everywhere, said Mr Andre Kirschberger, principal administrator at the EEC Directorate for education. Many member states were installing hardware in schools and colleges. In France the aim was to supply every secondary school with at least one micro over five years and already 2,500 had been supplied. But the quality of software and teaching programs should be carefully watched - it was not always good and there was a need for some sort of quality control.

Action urged on jobless

Action to combat youth unemployment was not being implemented in a sufficiently systematic way in many European countries. It was often a "mere coincidence" which categories of young people benefited most, according to a speech written by Ms Lilian Katz, from the ministry of education in Denmark.

The speech described a youth guarantee pilot scheme designed three years ago specifically for the long-term young unemployed, and girls in particular, in Denmark.



Conference line-up... European MP Gloria Hooper, Liverpool's Lord Mayor Stan Airey, conference president Sir Harold Wilson, and Councillor Richard Kemp.

Common policy urged for language teaching

Teaching children to speak a foreign language should be a top priority in schools, said Mr Hywel Jones, director of education, vocational training and youth policy at the Commission of the European Communities.

Opening the conference with the theme "Education in a European Community", Mr Jones deplored the state of modern language teaching.

Mr Jones said that the failure of the Council of Ministers to agree on a joint programme for improving foreign language teaching throughout the community was one of the most disappointing features of the past few years.

The Danish government was largely to blame since it held the mistaken view that such an initiative would involve abrogation of their national responsibility in this field. Concern was growing throughout Europe about the quality and range of language teaching with the possible exception of the Netherlands and Denmark which produced "spectacular" results with many of their pupils.

He did not agree with those in Britain who argued that foreign languages should be for high-flyers only. The emphasis should be on acquiring oral skills for the majority - leaving literary and professional skills to post-16 education or distance learning.

He was in no doubt of the need for all foreign language teachers to spend a period of preparation abroad. Ministers agreed this as a common objective two years ago. Exchanges and visits should increase policy-makers' awareness of each others' education systems.

An "important information network had been set up" by three years ago under EURVOC - with the National Foundation for Educational Research acting as the link in England and Wales.

Monetarism blamed for rise in EEC jobless total

An attack on the "devastating" effects of a monetarist approach to employment policies was launched by Mr Ivor Richard, a member of the Commission of the European Communities.

Opening a discussion on the transition from school to working life he said that following changes in government in Holland, Denmark and West Germany, Great Britain was no longer the most right-wing in political terms. He 10 EEC countries there were now 12 million unemployed people and the total might reach 15m in the next decade.

Mr Gerhard Weibers, an official of the Commission, said unemployment was not just a threat but a daily reality for thousands of people. The question now was not how to improve the transition to work. Twenty-eight pilot projects set up by the EEC over four years had laid

Year's grace granted

A campaign by parents to prevent a popular junior school teacher being transferred to another school has been successful for the time being.

Mr Kenneth Morland, who has been at Dycarr Junior school, Loughborough, Leicestershire for the past nine years, has been told he can remain another year.

Parents picketed the school and succeeded in closing it. The chairman of the governors resigned after Mr Morland was nominated for transfer.

Mr William Marsh, senior assistant director of education, said this week that Mr Morland was still designated for transfer but the authority felt it was not right to proceed until parents understood fully what was happening.

Earlier he discounted rumours that Mr Morland had been chosen because he was not a member of a union. "That is not a criterion. Usually we get volunteers. If not the authority has to nominate in accordance with a re-deployment agreement we have with the unions."

A Conservative district council in Somerset has brought forward a housebuilding programme to try to protect a village school.

However, the scheme for 20 council houses in the village of Carhampton, near Minehead, has not probably come too late and has not changed the minds of the majority of county councillors on Somerset's education committee who believe the school should close.

At a meeting of the education committee last week Conservative members voted by 12 votes to 10 that Carhampton first school should close and that children should be sent to neighbouring village schools.

Mr Tom King, MP for Bridgwater, and the newly-appointed Environment Secretary, has in the past expressed support for the school which is in his constituency. Parents from the school's action committee will lobby Mr King tonight at his local surgery to ensure that he continues to support their case.

The future of the Carhampton first school came into question last year when the headteacher left for promotion. Somerset's schools sub-

committees voted to close the school on the grounds that the total number of pupils aged 5 to 8 years would not rise above 26 over the next four years.

Closure of the school, which currently has an acting head, a full-time teacher and a part-timer, would save about £20,000 a year, excluding the new costs of transport to alternative schools.

Mrs Gillian Smitton, a member of the parents' action committee with a son and daughter at the school, said that traditionally some families had sent their children to private boarding schools. This year, however, the school was "burning at the seams".

But an independent survey had shown that these families wanted to start using Carhampton end that on this basis alone there could be 40 children on roll by 1985, making it more than two-thirds full. Mrs Smitton added that currently there were 29 pupils at the school including rising fourth and fives.

Mr Dennis Merson, a parish and district councillor and a local high-

by Sarah Bayliss

PRIMARY & PRE-SCHOOL

der, said that a building programme for 20 or more council houses had been in the pipeline for several years and planning permission had been granted on several sites for private housing. He had proposed that the building plans be brought forward to boost the numbers at the school as soon as possible and the district council had agreed.

He wanted the county council to give the school a two-year "breathing space" and believed that by then the new houses could be built and occupied.

A Somerset County Council spokesman said the county was being urged by the Education Secretary to get rid of surplus places in schools and that the rate support grant from the Government for

Somerset's services in the coming years was "bad news."

The idea of a two-year reprieve had been rejected partly because the county was aware that closure notices often took more than a year for the Education Secretary to decide on. The decision still had to go for final approval to the full county council on February 23.

● Somerset Education Authority has turned down a plan to close down its school meals service in primary schools, David Lister writes.

The plan has already been introduced in three other education authorities in the county, Lincolnshire, Dorset and Hereford and Worcester.

However, a special working party of Somerset members says it would be hard socially for the meals service to be withdrawn from the county's 300 schools.

Even if the service was withdrawn the education authority would still have to provide over 5,000 free meals a day and the costs for each child would then be "unreasonably high."

An American expert's advice to exclude parents from professional decisions caused an uproar at the National Children's Bureau. Virginia Makins talks to Dr Lilian Katz

An American expert on pre-school education had an audience of British nursery teachers, researchers and voluntary staff at the National Children's Bureau in April last week when she suggested that attempts to make parents behave more like professionals were misguided.

Dr Lilian Katz, Professor of Early Childhood Education at the University of Illinois, was speaking on the differences between professional, non-professional and unprofessional practice with young children.

Several people in the audience were appalled by the implication that teachers should stick to working with children, and not try to work with the parents as well. "Setting the clock back 20 years," muttered one English professor.

Dr Katz's view is that good parents are, and should be, spontaneous, intuitive and irrational when dealing with children, and heavily biased in their own children's favour. Professionals should be detached, impartial and rational, making considered judgments based on the most reliable knowledge and insights available.

She says there is an inevitable conflict between good parents, fighting for what they see as the interests of their individual children, and teachers, who are responsible for every child in the class. In recent years, she says, "teachers have been detached, impartial and rational, making considered judgments based on the most reliable knowledge and insights available."

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Mr Whitehouse said he was "battered" when he saw what had happened. "I was looking forward to starting school the next day and at that stage thought it would be some considerable time before we could get back. But everybody has worked marvellously and achieved little short of a miracle."

After contractors built a makeshift covered walkway to connect the two halves of the school, children went back to their lessons on Wednesday. The main economics classroom is debasing as a staffroom. It will be several months before the school returns to normal.

NEWS

Sarah Bayliss reports from the North of England conference in Liverpool

Ineffective heads must go, however long it takes

Local education authorities which attempt to dismiss ineffective head teachers were last week given encouragement by Sir Keith Joseph, the Education Secretary.

Addressing the final session of the seventeenth North of England Education Conference in Liverpool, Sir Keith underlined his view that poor heads and teachers who were "irremediably ineffective" must be sacked.

The quality of schools depended largely on heads. "A good head can make a bad school good, and a good school better... Where heads are ineffective it is the duty of the L.E.A. to remove them from their posts no matter how time-consuming the task may be."

Sir Keith also suggested that if parents were given more choice they could help raise standards. He wanted to increase the role of parents, openly hinting that vouchers and open enrolments to schools - by which they could expand by up to one form of entry a year - were high on his agenda.

English education was properly ambitious, he said, aiming to educate every child to his or her ability. But schools were only "partially" fulfilling these aims and ambitions. More money would not miraculously turn bad schools into good ones, he said. Indeed he believed

that, taking social factors into account, there was "no correlation" between money spent above the minimum and educational performance.

He urged governors, teachers, parents and local authorities to act as agents for change. Twice he stressed that the "constant" message of HMI reports was that teachers' expectations of pupils were too low.

The Government could also act as

The North of England Conference has marked the beginning of the new year for 70 of the past 80 years. This time it was held in Liverpool with Europe as its theme to mark Britain's decade in the European Community.

It attracted over 450 people from all over the North - teachers, trade unionists, local councillors and education officers. Civil servants from the Department of Education were also present and, as has been the tradition for the past 10 years, the Education Secretary addressed the final session.

The opening address was given by the president, Sir Harold Wilson, former Prime Minister and Labour MP for Huyton. Sheffield will be the venue for next year's conference.

a "change agent" and had done so recently by promoting the needs of low achievers with a £2m fund for experiments. He would be announcing soon the names of the authorities chosen to run pilot schemes and at least a couple would have strong links with Europe, so ideas could be shared.

Another example was the Prime Minister's recent invitation to the Manpower Services Commission to set up 10 projects with local authorities for improving technical and vocational education.

Teachers and heads could raise standards and that was why extra money was being provided for in-service training. His scheme for improving the selection of students for teacher training and the courses provided for them would be announced shortly.

Sir Keith said the principles of extending choice and improving standards applied also to higher and further education. Referring to adult education he said he would like to encourage private provision.

"Where the L.E.A. provides it I want them to strike a balance between income and expenditure." Later, during questions, he denied he was advocating privatization; the state still had a role to play especially in classes for illiterates and the disadvantaged. But he drew attention to the provision of private classes by religious and community groups in his own constituency in Leeds.

Action urged on jobless

Action to combat youth unemployment was not being implemented in a sufficiently systematic way in many European countries. It was often a "mere coincidence" which categories of young people benefited most, according to a speech written by Ms Lilian Katz, from the ministry of education in Denmark.

The speech described a youth guarantee pilot scheme designed three years ago specifically for the long-term young unemployed, and girls in particular, in Denmark.

The programme began two years ago. It includes the employment of about 1,500 extra teachers in service training for Dutch and foreign staff the development of teaching materials and the teaching of mother tongue languages and cultures. Twelve of the largest schools in the country were chosen to pilot the scheme.



Conference line-up... European MP Gloria Hooper, Liverpool Mayor Stan Airey, conference president Sir Harold Wilson, and C. Richard Kemp.

Common policy urged for language teaching

Teaching children to speak a foreign language should be a top priority in schools, said Mr Hywel Jones, director of education, vocational training and youth policy at the Commission of the European Communities.

Opening the conference with the theme "Education in a European Community", Mr Jones deplored the state of modern language teaching.

Mr Jones said that the failure of the Council of Ministers to agree on a joint programme for improving foreign language teaching throughout the community was one of the most disappointing features of the past few years. The Danish government was largely to blame since it held the mistaken view that such an initiative would involve abrogation of their national responsibility in this field.

Concern was growing throughout Europe about the quality and range of language teaching with the possible exception of the Netherlands and Denmark which produced "spectacular" results with many of their people.

He did not agree with those in Britain who argued that foreign languages should be for high-fliers only. The emphasis should be on acquiring oral skills for the majority - leaving literary and professional skills to post-16 education or distance learning.

He was in no doubt of the need for all foreign language teachers to spend a period of preparation abroad. Ministers agreed this as a common objective two years ago.

Monetarism blamed for in EEC jobless total

An attack on the "devastating" effects of a monetarist approach to employment policies was launched by Mr Ivor Richard, a member of the Commission of the European Communities.

Opening a discussion on the transition from school to working life he said that following changes in government in Holland, Denmark and West Germany, Great Britain was no longer the most right-wing in political terms. In 10 EEC countries there were now 12 million unemployed people and the total might reach 15m in the next decade.

Mr Gerhard Welbers, an official of the Commission, said unemployment was not just a threat but a daily reality for thousands of people. The question now was not how to improve the transition to work. Twenty-eight pilot projects set up by the EEC over four years had laid

but it was still far from many trainee teachers.

The commission had set two, that all language should be given a period of in-service training. This experience abroad gave teachers measurable confidence and more professionals in the better equipped to build between language and other subjects in schools.

Improved foreign teaching was one of the effects which membership of the European community had on children's education. There were more opportunities for national visits and exchange study of Europe on the curriculum.

Exchanges and visits to increase policy-makers' awareness of each others' educational systems had been set up under EURYDICE, the National Foundation for Educational Research, in England and Wales.

An important initiative had been set up under EURYDICE, the National Foundation for Educational Research, in England and Wales. The last decade in the UK had been linked with curriculum studies. The best participation in polytechnics had been active in setting arrangements.

Year's grace granted

A campaign by parents to prevent a popular junior school teacher being transferred to another school has been successful for the time being.

Mr Kenneth Morland, who has been at Dyscar Junior school, Langold, Nottinghamshire for the past nine years, has been told he can remain another year.

Parents picketed the school and succeeded in closing it. The chairman of the governors resigned after Mr Morland was nominated for transfer.

Mr William Marsh, senior assistant director of education, said this week that Mr Morland was still designated for transfer but the authority felt it was not right to proceed until parents understood fully what was happening.

Earlier he discounted rumours that Mr Morland had been chosen because he was not a member of a union. "That is not a criterion. Usually we get volunteers. If not the authority has to nominate in accordance with a re-deployment agreement we have with the unions."

A Conservative district council in Somerset has brought forward a housebuilding programme to try to protect a village school.

However, the scheme for 20 council houses in the village of Carhampton, near Minehead, has not probably come too late and has not changed the minds of the majority of county councillors on Somerset's education committee who believe the school should close.

At a meeting of the education committee last week Conservative members voted by 12 votes to 10 that Carhampton first school should close and that children should be sent to neighbouring village schools.

Mr Tom King, MP for Bridgwater and the newly-appointed Environment Secretary, has in the past expressed support for the school which is in his constituency. Parents from the school's action committee will lobby Mr King tonight at his local surgery to ensure that he continues to support their case.

The future of the Carhampton first school came into question last year when the headteacher left for promotion. Somerset's schools sub-

committee voted to close the school on the grounds that the total number of pupils aged 5 to 8 years would not rise above 26 over the next four years.

Closure of the school, which currently has an acting head, a full-time teacher and a part-timer, would save about £20,000 a year, excluding the new costs of transport to alternative schools.

Mrs Gillian Smitton, a member of the parents' action committee with a son and daughter at the school, said that traditionally some families had sent their children to schools outside the village; this trend dated from days when the Carhampton school was "bursting at the seams".

But an independent survey had shown that these families wanted to start using Carhampton and that on this basis alone they could be 40 more than two-thirds full. Mrs Smitton added that currently there were 29 pupils at the school including rising four and fives.

Mr Dennis Merson, a parish and district councillor and a local build-

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An American expert on pre-school education had an audience of British nursery teachers, researchers and voluntary staff at the National Children's Bureau up in arms last week when she suggested that attempts to make parents behave more like professionals were misguided.

Dr Lilian Katz, Professor of Early Childhood Education at the University of Illinois, was speaking on the differences between professional, non-professional and unprofessional practice with young children. Several people in the audience were appalled by the implication that teachers should stick to working with children, and not try to work with the parents as well. "Setting the clock back 20 years," muttered one English professor.

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ing for what they see as the interests of their individual children, and teachers, who are responsible for every child in the class. In recent years, she says, "teachers have been under pressure to mother, and mothers to teach", and she suggests that neither is in the best interests of children.

Lilian Katz was a parent and nursery teacher before she became an academic. She is highly practical, and has a dry sense of humour and a liking for phrase-making. "Artificial dissemination of research," "analysis paralysis" (what parents and teachers get when someone tries to train them in new techniques without giving them any real insight or knowledge).

As director of ERIC, the Educational Resources Information Centre on elementary and early childhood education, she is in touch with a wide range of recent research and practice, which she uses in her extensive work with teachers and nursery staff.

She also contributes a regular column on three- and four-year-olds to Parents magazine. The column deals with common problems like television watching and sibling rivalry. "I can tell parents some things they might consider, and about some research that bears on the predicament," says Dr Katz. "But it's up to them to decide what to do with it."

To her talk at the NCB on professional and unprofessional behaviour she took an everyday predicament - two children squabbling over a triangle.

Non-professionals, she said, might try to "put out the fire" or to distract one child, or protect the underdog, or moralize about not taking - all perfectly harmless re-

sponses that would teach the children nothing.

In contrast, a really professional teacher would, almost subliminally, make a whole set of judgments about how to use the squabble to teach the children some verbal and social skills appropriate to their stage of development. She would make decisions about the needs and characteristics of both the children, and about curriculum.

Dr Katz says firmly that intuition and common-sense should have no part in these professional decisions: both can lead to bad practice. "Today's common-sense idea is yesterday's revolutionary idea," she says. Nor does she rate experience very highly. "Experience of bad practice leads to perfectly bad practice."

One reason she has been trying to define professionalism is that she feels nursery teachers in the United States have faced increasing pressures to take on more and more responsibilities, ranging from work with parents to teaching nutrition ("a waste of time when children aren't doing the shopping," says Dr Katz).

"A profession should spell out its area of expertise. Because immature children need adults in so many ways, it's particularly important to set limits for early education."

"Some teachers are very good at going out to parents, but many are not. The question for the profession is should all its members try to learn to do it." She suggests that nursery teachers might do well to leave the parents to others.

"Working with parents is another burden, and many teachers are overwhelmed by what it can involve. Parents are very difficult to help - especially parents in trouble. If teachers do what is possible with children, wholeheartedly and well, they may only be contributing to 20 per cent of the child's development at the time - but for heaven's sake, that's a lot."

Dr Katz believes British nursery teachers have it rather easier than American ones. For one thing, there is probably more good practice to be found. For another: "In the US teachers' sense of doubt has increased fantastically. They have to ask: 'In what I ask of children too middle class, too Anglo, too sexist?'"

Their primary clients are the parents, not the children.

"The great thing about being a teacher of young children in England is that you have more authority and self-respect. I've often thought: 'How lovely to know you're doing the right thing, even when you're not.'"

PRIMARY & PRESCHOOL

der, said that a building programme for 20 or more council houses had been in the pipeline for several years and planning permission had been granted on several sites for private housing. He had proposed that the building plans be brought forward to boost the numbers at the school as soon as possible and the district council had agreed.

He wanted the county council to give the school a two-year "breathing space" and believed that by then the new houses could be built and occupied.

A Somerset County Council spokesman said the county was being urged by the Education Secretary to get rid of surplus places in schools and that the rate support grant from the Government for

Somerset's services in the coming years was "bad news."

The idea of a two-year reprieve had been rejected partly because the county was aware that closure notices often took more than a year for the Education Secretary to decide on. The decision still had to go for final approval to the full county council on February 23.

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Even if the service was withdrawn, the education authority would still have to provide over 5,000 free meals a day and the costs for each child would then be "unreasonably high."



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Sir Keith Joseph

Demystifying new technology

Making new technology less of a mystery was now an important task for teachers and trainers everywhere, said Mr Andre Kirchberger, principal administrator at the EEC directorate for education.

Many member states were installing hardware in schools and colleges; in France the aim was to supply every secondary school with at least one micro over five years and already 2,500 had been supplied. But the quality of software and teaching programs should be carefully watched - it was not always good and there was a need for some sort of quality control.

A multicultural education programme in the Netherlands, costing about £70m a year, was outlined by Rudi Lindeboom, from the country's ministry of education.

Dutch minister tells of ethnic scheme

The programme began two years ago. It includes the employment of about 1,500 extra teachers in service training for Dutch and foreign staff the development of teaching materials and the teaching of mother tongue languages and cultures. Twelve of the largest schools in the country were chosen to pilot the scheme.

NEWS

Unions fight to restore supply cover

Teachers' leaders have united to condemn Labour-controlled Durham County Council over its axing of supply cover to its 49 secondary schools.

The move has led to a dispute between the authority and the two largest teachers' unions, the National Association of Schoolmasters/Union of Women Teachers and the National Union of Teachers who were continuing sanctions against the authority as the new term began.

The teachers' panel of the Council of Local Education Authorities/Schoolteachers' Committee, which considers conditions of service, stated after last week's meeting that the withdrawal of supply cover after three days had "worsened the existing practice".

All teacher organizations united in urging the authority to restore supply cover to secondary schools and calling upon it to repay teachers money it had deducted from their salaries for refusing to cover for absent colleagues.



Three-quarters of the pupils who require special education have mild learning problems - but their needs are allegedly neglected in teacher training courses.

Adviser highlights gaps in special education courses

by Diane Spencer

Training courses for teachers in special educational needs were strongly criticized by a chief adviser last week.

Mr Alan Giles, special education adviser for Avon, said that courses did not reflect the new concept of special educational needs outlined in the Warnock report and enshrined in the new Education Act.

He believed that courses frequently repeated earlier training: students spent too much time on statistics, psychology, educational theory and esoteric medical knowledge.

Mr Giles, who was addressing the annual conference of the Association of Special Education Tutors in Wakefield, thought they were also too biased towards the study of severe learning difficulties.

He pointed out that, of the 20 per cent of pupils estimated to be in need of special education at some time in their school lives, three-quarters would have mild learning problems. Their needs were largely neglected in teacher training courses.

"I think that more attention should be given to administrative

issues: many teachers have no idea how education is organized and nationally nor about legislation and its consequences. Staff are not well-informed as they should be."

Mr Giles, the president of the National Association for Advising Officers in Special Education, said he was disturbed about the number of heads with little experience of management skills and techniques.

He considered that part-time courses were inferior both in quality and quantity. Only when teachers failed to get on a full-time course did they resort to a part-time one. Two important features, visits and discussion sessions, were sadly, usually missing from part-time study.

The Department of Education and Science and the Inspectorate should do research into the needs and content of courses and consult those on the receiving end: advisers and students as well as tutors and validators.

Mr Giles hoped that teacher special education would be more concerned with methodology, sociology, good practice and not latest development.

Plan to replace O levels

by Julia Hagedorn

A group of un-named schools and local education authorities have shown an interest in a pilot scheme which could eventually supersede the examination system at 16. The scheme, whereby the young would make their own programmes of education in the last two years of compulsory schooling, has been submitted to Sir Keith Joseph, the Education Secretary, by Tyrrell Burgess, teacher in the philosophy of social institutions at the North East London Polytechnic and a committee member of the Education for Capability Group.

The proposal is for a framework of initiatives in individual schools which place particular emphasis on the ways in which the non-academic achievements, interests and capabilities of young people could be externally recognized.

A school's arrangements for new programmes would be validated by a body including the school's governors and, perhaps, industrialists and councillors. The outcome of the programmes would then be accredited by a different body which might include inspectors, academics and teachers from other schools.

The recognition given by the accrediting bodies could itself be given a national currency in a fully developed scheme by a central accrediting agency. In the pilot scheme the function would be undertaken by the Royal Society of Arts.

Betty Adams, the scheme's other proposer, is editor of the National Association of Inspectors and Educational Advisers' journal.

Teacher claims staff blackened his character

by Neil Munro

History was made in Edinburgh last Friday when the Probation Appeals Board of Scotland's General Teaching Council met in public for the first time.

The request for a public sitting was made by Mr Evan Williams, a 44-year-old Welshman, who was appealing against a decision of the Council's probation committee that he should not be registered with the GTC following the completion of his two-year probationary period as a teacher of English at Stranraer Academy.

In Scotland, teachers can only teach if they are registered with the General Teaching Council, which regulates the profession.

Mr Williams claimed that his colleagues at the school had attempted to "blacken my character" with complaints that he was not a competent teacher and was not preparing pupils adequately for examinations during a period when he was in fact ill.

Despite a forceful plea on his behalf by Mr Fred Forrester, organizing secretary of the Educational Institute of Scotland, who described it as a "complex and unusual case in which the benefit of the doubt should be given to the probationer, the five-man board took just five minutes to decide that Mr Williams' registration should be cancelled.

Mr Forrester said it was unusual for a probationer to have his registration terminated after two years: the vast majority were given an extension.

Mr Forrester launched a strong

attack on the Stranraer rector, Mr Matthew Neely, for "inconsistency" in dealing with Mr Williams. "A head teacher has a duty to inform the probationer clearly, repeatedly and consistently about his deficiencies and to warn him at an early stage that failure to improve would lead to an adverse report to the GTC and might therefore risk cancellation of his registration," Mr Forrester said.

Mr Forrester said Mr Neely's early reports on Mr Williams were written in terms designed to lead to improvements and did not suggest Mr Williams was "heading for the rocks." It was only towards the end of last year that the rector's tone changed and he produced a "devastating" report stating that Mr Williams was "reluctant to accept criticism and advice" and was "belligerent and offensive" to the rector and the head of department, described by Mr Forrester as "the heart of the matter."

Mr Forrester also referred to the "isolated and close-knit" community of Stranraer which, he claimed, did not accept Mr Williams readily. "He is from Wales, he is a poet, and he had what some might think was an unorthodox approach to the teaching of English in which he tried to stimulate the imagination of his pupils rather than teach spelling, punctuation and syntax."

Mr Williams said that, in addition to a "conspiracy" against him by his colleagues, he had a philosophical disagreement with his head of department.

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Charges against head to be set out

by Richard Garner

Wakefield Council has agreed to provide more detailed evidence in support of its case against Mr Michael Schafer, the headmaster of Eastmoor High School, who has been suspended pending a disciplinary hearing.

The National Association of Head Teachers, which represents Mr Schafer and had already been granted a court injunction, said a decision by the education committee that he should not return to the school, had

threatened further court action if the authority did not provide it with more details of its evidence against Mr Schafer.

He was due to have faced a disciplinary hearing on Monday but this is now likely to be delayed. So far, Mr Schafer has been told the charges against him referred to his alleged inability to get on with staff and a lack of cooperation with the authority's advisory service.



David Hellewell

Schools out of tune with today's music

Music teaching in Britain's schools is out of tune with children's talent, according to Bournehead composer David Hellewell.

Mr Hellewell, who runs the St Academy of Music in Bournehead, claims that children are not music by having lessons about Bach and Beethoven.

Ten years ago Mr Hellewell invented a revolutionary music method called Mr D's music which combined classical music with jazz and electronics. "It is the music of today and it is what children are interested in," he said.

But although the Mr D's method was adopted by St Hellewell claims that the method has been given the cold shoulder by the education authorities. "They are frightened by what is ridiculous," he said. "Classical music teaching is out of tune, but they are still forced to teach it. It would be better to teach children The Strangers' music and Beethoven."

Mr Hellewell and his colleagues, have more than 50 pupils. He said that once children have started to enjoy music learning they often become interested in classical music, he said.

Richard Garner looks at motions submitted to the NUT's forthcoming annual conference

Women seek bigger say in running of executive

Greater effort is wanted to give women a stronger voice on the executive of the National Union of Teachers, according to several motions submitted to the annual conference in Jersey.

At present, only five women are among the 42 people serving on the NUT executive despite the fact that most members are women.

However, it is clear from the motions submitted for the conference at Easter that a determined effort is being made to eradicate some of the sex bias.

Equal opportunities is one of the topics which has attracted a large number of motions from the different divisions and associations of the NUT - together with peace and disarmament, salaries, 16-19 education, professional unity and racism.

Several of the motions call for five seats to be set aside on the executive specifically for women - while one, from the City of Leicester, calls for a radical restructuring of the executive to allow each electoral district in England and Wales to return one man and one woman.

Divisions and associations throughout the country are now voting for the motions they want to see given top priority for discussion at this year's conference - and the shape of the final agenda will be known within the next month or so.

On disarmament, there are renewed calls for the union to affiliate to the Campaign for Nuclear Disarmament - a move which was narrowly defeated at last year's annual conference.

However, few associations appear to support the move. But most of those who have been in the forefront of the campaign over disarmament would like to see the union setting up a permanent committee for peace and disarmament.

In another motion on the same subject, teachers in South Bedfordshire are to urge the conference to declare peace education a compulsory part of the curriculum.

As a backlash after last year's

events, when delegates overturned a ruling by the union's President, Mr Alf Budd, that motions on disarmament were out of order and went on to support unilateral disarmament, two associations - Castleford and Pontefract and District - are asking for that particular motion to be rescinded and struck out of the union's records.

In addition, teachers in South Shropshire want the conference to commend the Government for its determination to retain and improve "all our major weapons of defence".

Also, as a response to last year's controversy over whether the disarmament motion should have been debated by the union, there are several attempts to alter the union's rule book to allow the conference "to form policy on social, political and economic matters of general interest to the trade union movement".

On equality, teachers in Wharfedale, West Yorkshire, are demanding that applications for teaching posts "should be made by initials and surname only and that all reference to the sex of the applicant be rigorously avoided in references in order to deprive either sex of advantage".

Concern is also expressed in several motions over the age of admission to schools with calls that it should be mandatory for all children to enter school at the beginning of the school year in which they reach the age of five.

Racism and multi-cultural education also attracted motions from several associations - with calls from inner London associations and Whitby for teachers to have control over the conditions upon which police come into schools. There has been concern over the increasing involvement of police in London in school activities.

On salaries, several motions ask the union to call for a flat-rate increase in its negotiations next year in view of the way in which successive wage awards to teachers "have increased differentials".



Fred Jarvis

A call is also made by the South-west association for the reinstatement of two of its officers - Ms Amanda Leon and Mr Gil Lowenstein - who were expelled for their part in organizing unofficial industrial action in protest at the compulsory transfer of teachers from one school to another.

This plea is also made in resolutions from teachers in Islington, Newham and Crawley - who are also asking for all regional and district officials of the union and its general secretary and deputy to be elected by the membership and paid the average teacher's salary.

If the move was agreed, it is likely that Mr Fred Jarvis, the general secretary of the NUT, would have to take a pay cut of about £15,000 a year.

Transfer ideas

A motion from teachers in Thanet, Kent, calls on the union to investigate the possibility of transferring its union headquarters from London to its residential conference centre in Stoke Rochford, Lincolnshire.

16-19 reorganization leads to calls for teacher unions' merger

Calls are being made for a merger between Britain's biggest teachers' union, the National Union of Teachers, and the college lecturers' NUT members to transfer their membership to NATFHE. It wants proposals for a merger to be brought to the NUT's 1984 conference.

Links between the two unions are already closer representatives of each may sit in an executive meetings of the other, and both are headquartered in the same building.

On 16-19 education itself, several motions express concern over the "likely development" of a two-tier system of 16-plus education "which does not rest on the comprehensive principle".

This would give the new combined union two seats on the TUC's general council.

The Wolverhampton motion says the move should be made because of the decline in membership due to cutbacks in the teaching force and premature retirement and the fundamental changes taking place in secondary and tertiary education.

Strike urged over vouchers

Teachers' leaders are being urged to back strike action if the Government goes ahead with plans to introduce a voucher system of education.

The call is being made by NUT members in West Kent to the union's annual conference, and is one of several motions calling for action to defeat the introduction of the scheme.

The strength of feeling of NUT members on this subject can be seen from the fact that none of the motions has been submitted by the more traditionally militant areas of the country.

The West Kent motion - submitted from an area where an element of open enrolment already occurs with the county council allowing schools to expand by up to one

extra form of entry a year if there is enough parental demand - calls on the union's executive to back industrial action, including strikes, if non-cooperation with voucher schemes fails to stop them being implemented.

In another motion, teachers from St Albans in Hertfordshire are urging the union to boycott any procedures connected with a voucher system.

Several of the motions opposing the introduction of the voucher system come from areas in Kent and the level of priority given to the issue at the conference will depend upon whether they have managed to convince other areas of the country of the need to debate the voucher scheme.

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NEWS

Legal advice to be sought over ban on staff governors

by Richard Garner

A teachers' union is taking legal advice over a ruling by the Charity Commissioners which prohibits teachers in most of Britain's independent schools from serving on their governing bodies.

The 90,000-strong Association of Independent Schools believes a ruling that teachers in independent schools run by charitable trusts "occupy an office of profit" and therefore should not serve on the governing body is "open to legal question".

Mr Peter Smith, the union's deputy general secretary, said: "Some schools had found a way round the difficulty by allowing the teachers to elect a non-teaching governor to serve their interests or by setting up a staff union committed to discuss any problems."

"However, other governing bodies had nominated one of their members to liaise with staff. Sometimes that arrangement can create a further distance between the staff and the governing body, though," said Mr Smith.

"Teachers feel very frustrated that important matters concerning their school's future are discussed while they have no way of expressing their views. By and large there are no hard-left members of the staff. Tendency serving in independent schools so the schools would have nothing to lose encouraging staff to

serve on their governing bodies."

A spokesman for the Charity Commissioners said it had been established through case law that employees who benefited from the proceeds of a trust fund should not have a say in the manner in which those funds were spent.

The commissioners had considered their policy again in the light of the 1980 Education Act but had resolved their existing policy should stand. However, some exceptions to the general rule had been granted - for instance some art colleges had been allowed to have lecturers as governors to give the governing bodies the advantage of their artistic expertise.

The Independent Schools Information Service said that - of its 1,283 members - 982 had charitable status.

In a pamphlet published this week which draws attention to this dilemma, AMMA also says that teachers appointed to the governing bodies of maintained schools should "in no way be regarded as delegates".

The document, "The Role of the Teacher Governor", adds: "Teacher governors should make it clear at meetings when they are representing views of some or all of the staff. They have a responsibility to put forward opinions and raise any matters when requested to do so by staff".

Snow dispute drifts on

A peace initiative aimed at solving a year-old dispute between Labour-controlled Mid Glamorgan County Council and members of the National Association of Schoolmasters' Union of Women Teachers has ended in failure.

Mr Fred Smithies, general secretary-designate of the union, met Mr Philip Squires, the chairman of the education committee, to discuss the dispute which started when the county council docked NAS/UTW

members' pay for refusing to teach during a half-term break. The authority had kept the schools open to try to make up for time lost during last winter's heavy snowfalls.

Following the breakdown of the talks the union announced that it would continue to withhold its goodwill.

Mr Smithies said it was "with mutual regret" that the two sides could not agree.

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Red Cross school awaits closure vote

by Diane Spencer

The only school in England to be run by the British Red Cross Society is almost certain to close by the end of July. A final decision will be taken by the trustees on January 22.

The Palazzo School in Ely, Cambridgeshire, for physically handicapped children from eight to 18, was founded by the society just after the Second World War and is housed in the old Bishop's palace.

Mr Robert Edwards, secretary of the British Red Cross Society, said it appeared to be a victim of fallow rolls and current education policy. Both the Warcock report on special education and the Education Act of 1981 emphasized that wherever possible handicapped children should be educated in ordinary schools.

The school can take 55 children but it has had no new pupils in the past two years and its roll is down to 22. Despite appeals to local education authorities, a petition and a debate in the House of Commons, no new enrolments are likely, so the society, after giving a year's notice, says it had no alternative but to close it.

The 49 staff are, in the words of the head, Mrs Margaret Tonge, "keeping fit for the dole queue". She says she has only been offered £1,600 redundancy pay compared with a possible £50,000 if she were to the state system. "I am not settling for that," Mrs Tonge said. Her union, the National Association of Head Teachers, is working on her behalf.

Lady Pemberton, chairman of the managers, said a school in Hampshire was willing to take the children. "It is very good and well-equipped - better than the Palace - but parents think it is a long way to travel."

The society will try to sell the lease which is owned by the Church Commissioners. It is likely that it will then have to pay back a loan of £125,000 from the Department of Education and Science.

People

Mr Robert R Bullock has been appointed senior lecturer in education (primary) at West Glamorgan Institute of Higher Education in Swansea. He has been deputy head of Highcliffe county junior school, Birstall, Leicestershire.

Mrs Cherry Cridge has been appointed head of Bessener Grange junior school, Dulwich, London from April 1. She has been head of Winterburne Valley First School in Dorset since 1979, but had previously taught in inner London for 11 years.

Mr Barry Seaton, education finance officer for Shropshire County Council, is to join Bolton Council's education and arts department as an assistant director in charge of operational services.

Valerie Hilder, organizer of the British adult education service for the past four years, has been appointed staff inspector for adult education and the youth service with the Inner London Education Authority.

Mr Terence H Lee has been appointed head of Norwood Park primary school. He has been acting head of the school since April, and took up the formal position in October.



Mrs Cherry Cridge



Mr Terence Lee

Mr Alan Gronow has been appointed deputy secretary of the Association of Metropolitan Authorities. At present he is an assistant secretary of the AMA with responsibility for manpower issues. He combines these responsibilities with those of his new post.

Mr Royston McHugh, senior search fellow in the faculty of educational studies at the Open University, has been appointed as director for learning resources at Inner London Education Authority branch which produces and applies audio-visual materials at teaching aids for schools and colleges.

Mr Charles G Siff, headmaster of The Bishop Gore Comprehensive School, Swansea, is the principal of Welsh Secondary Schools Association for 1983.



Mr Charles Siff

News in brief

Bank dividends

Pupils from schools in Devon, Durham, Mid Glamorgan and Yorkshire have won the Midland Bank's Information Technology '82 Competition aimed at encouraging teachers and pupils to take an interest in information technology.

The four schools, Bedwas Comprehensive in Mid Glamorgan, Leeds girls high school in Yorkshire, Teignmouth high school, in Devon, and Pyndoune comprehensive school in Durham, received prizes of up to £3,000 worth of microcomputer system or computer equipment from Mr Kenneth Baker, Minister of State for Industry and Information Technology.

Seven pupils from the top four schools won a home computer system worth £300.

World studies

A World Studies Teaching Centre has been set up at the University of York to promote a global perspective throughout the school curriculum.

The centre will organize pre-service and in-service teacher training, develop a resources centre, and publish the quarterly *World Studies Journal*. Its director is Mr David Salby, who moves from Groby Community College, Leicestershire, where world studies is a subject taken by every pupil.

Course approved

A new post-graduate certificate course in education at West London Institute of Higher Education has been approved by the Council for National Academic Awards.

The course is approved for primary and secondary students offering a main subject in physical education, religious education, history and English.

Richard Garner on the plight of teachers trapped on low pay scales



Miss Florence Kirkby: "In larger schools quite a high proportion of staff need more promotion prospects."

Richard Garner on the plight of teachers trapped on low pay scales. The teachers' claim for more Scale 3 or Scale 4 posts.

"The teachers were very demoralized and very unhappy before we had the staff meeting but then everybody cheered up a bit because of the way we tackled it," the deputy head added.

The teachers' claim for the restructuring of the salary scales also includes a plea for more Scale 3 or Scale 4 posts to be allocated to schools which would also help to offset this difficulty.

Miss Florence Kirkby, who is the Secondary Heads' Association's representative on the teachers' panel of the Burnham committee and a headmistress in Newcastle, said: "We have some reservations about the wording of the teachers' paper but we support the main idea that it should be included in the pay claim."

"It is not so much a problem in my school but in larger schools quite a high proportion of staff need more promotion prospects."

Peter Langley's best chances of promotion at the moment probably lie in looking for a Scale 3 head of department job at another school.

However, in order to succeed, he would stand a better chance if he was already in a Scale 2 post and, with the lack of posts available in his school, this is unlikely to be the case.

The only move which would give him that hope and incentive is the type of restructuring of the pay scales that is being talked about.

Promoting change

has meant that progress has been very slow on this score.

It is a point with which the I.O.S. have some sympathy. In a paper they prepared for the working party, they also talked of the need to reward the good classroom teacher.

However, their paper also referred to the need for some form of assessment to determine just exactly who were (and were not, presumably) good classroom teachers - and it is on this point that the teachers' attempts to move this discussion out of the working party and into the Burnham committee, which negotiates pay, may founder.

According to a teachers' panel paper reported in *The TES* (December 17) supporting the teachers' pay claim, there are at least 90,000 teachers currently trapped in their jobs without promotion prospects.

An example of this can be seen at a typical South London high school with 900 pupils (400 of them in the sixth form, which means it has a relatively high staffing level).

The school has just under 70 teachers. According to its deputy head it would be "exceedingly difficult" for any of them to gain promotion by moving and they would only be promoted internally "by sheer happenstance", that is if someone retired or was persuaded to take premature retirement.

At the end of last year, it was felt that 17 of the staff merited promotion.

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Voucher plan under fire from Right

by Biddy Passmore

The voucher scheme now awaiting Cabinet approval seems most unlikely to satisfy right-wingers, judging by an article published in the latest bulletin of the National Council for Educational Standards.

Professor Anthony Flew, until recently professor of philosophy at Reading University, writes that a "voucher" would enable parents to switch resources from one school to another.

"Any scheme in which no extra resources accrue to a school enrolling a new voucher-paying pupil, and in which no resources are withdrawn from the school from which the new pupil came, simply is not a voucher scheme at all," he says.

But, as revealed in *The TES*, the scheme which has been devised by education ministers would only permit parents to "cash" their voucher at an independent school. Parents opting to stay in the maintained sector might still be given a voucher. But this would simply be a piece of paper setting out their existing rights to choose a school - perhaps strengthened in some areas by an open enrolment scheme under which schools could expand by up to one form of entry to meet parental demand.

Professor Flew, a robust right-winger, argues for the full, free-market version of vouchers, under which schools would flourish or contract according to the number of pupils they managed to attract.

"On that Great Day, things in education would be just as they are now. If we decide that our next car is to be a Fiat instead of a Volkswagen," he says, "all schools in effect into independent schools and their teachers would become 'independent' professionals, paid by and responsible to their clients."

The introduction of such a system would lead to "a fundamental and intended shift in the balance of power", Professor Flew argues, and raise standards and give choice for money.

He also believes they would lead to the creation of more independent schools as many people, especially among racial minority groups, "rarely" to get up their own voucher scheme. The scheme prepared at Sir Keith Joseph's request setting out the voucher scheme shows "indefinite" and "coherent complacency" he says.

Vouchers: A Reply to the NCEC's bulletin of the NCEC, written by the secretary Mrs M. R. Jones, 1 Chapman Crescent, Kenton, Middlesex, price £1.20, including postage.

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Attack on careers leaflet

The deputy head of a Hillingdon secondary school has complained to the Equal Opportunities Commission about its current advertising campaign aimed at persuading girls to take up careers in science and technology.

Mr Thomas Davies of Evelyn School, Hillingdon, has written to the commission saying that the leaflet showing a girl working at a forge should have shown her wearing an apron, gloves and goggles. "It was immediately seen to be a false situation and surely that its propaganda value."

Ms Sheena Carson, a home economics teacher in a Leicestershire school, is to spend three months working with engineers in the Midlands Electricity Board, where she is looking at the development of new technology for the power industry.

Boarding out

SPORT

Oliver Leaman assesses the unsporting pressures which tend to discourage girls from active PE.

Sit quietly on the sidelines and watch the boys play

There is a good deal of discussion by feminists such as Dale Spender, about the advantages girls derive from being taught in single-sex environments - either in separate schools or in separate classes in mixed schools.

But not much is said about physical education which, in secondary schools at least, is taught mainly to single-sex groups. The content of the lessons is usually very different, too.

The 1975 DES report *Curriculum Differences for Boys and Girls* commented: "The separation of boys and girls in PE at the age of 11 and afterwards calls for serious thought... a great many sports can be enjoyed as mixed activities... to limit the experience in the aesthetic aspects to girls... is not one to be desired."

This separation actually starts in junior schools with boys having skills activities and girls being more involved in recreation.

Indeed I have visited schools on Merseyside which even forbid girls from playing ball games in the playground at break. Long before the switch to secondary schooling you can identify the very different physical activities in the playground - aggressive and self-confident boys at the centre with quiet and passive girls watching from the side.

The problems girls have in relating to PE in the secondary school are due, in part, to the fact that adolescence is close and they are strenuously involved in constructing their notions of femininity.

An apparent conflict between being a sportswoman and also sexually attractive, a ban on jewellery, dislike of perspiration and hatred of showers, all militate against girls be-



In training... for a man's world

coming seriously interested in sport. This is reinforced by non-sporting backgrounds and the constant message of the teenage magazines that the most important aspect of life for young women is their relationship with men. This suggests that sport is, in many ways, a masculine concept in which women can participate only peripherally.

How do teachers of girls' PE react then to the familiar lethargy and lack of interest which their pupils display towards the traditional PE curriculum?

On Merseyside, I have noticed four kinds of reaction. A common attitude among teachers, especially those produced by the single-sex PE colleges, is one of confrontation.

This amounts to making no compromises and ignoring the evidence of alienation among the pupils. In a certain extent this teaching strategy can be explained by the teacher never herself having experienced, when a teenager, hostility to sport - indeed, it was their interest in sport which led to their becoming PE teachers.

A different strategy is that of compromise, making the curriculum more relevant to the interests of the girls - this might lead to more classes in keep fit, "popmobility" and dance, which sometimes succeed in attracting girls. But this may be at a cost, in that they merely emphasize stereotyped distinctions between the sexes.

A third strategy is to try to raise girls' sporting aspirations. The trouble with this is that girls' leisure time will often be at the mercy of their boyfriends. And teachers trying this line are frequently regarded as out of touch by their pupils.

Increasingly, teachers are trying a fourth strategy - this is to mix PE classes. This can occur because of staff shortages, but sometimes it is a genuine attempt to achieve equal opportunities in PE.

While many schools are keen on the sporting prowess of their football, cricket and rugby teams, there is, at the same time, a reluctance to permit girls into these areas if they are to do more than sample the skills involved.

Of course physiological differences between post-pubescent boys and girls do make some activities easier for one or the other. But these differences are only really significant at the top and of competi-



In training... for a woman's role

tive sport and should not interfere with all kinds of sport at school. Even so, the enthusiasm of some schools for competition and winning has led to the virtual exclusion of girls from the important male sporting events.

In many ways it would be a mistake to think that mixed PE is the answer to the problem. For one thing, quite a few girls' PE teachers are keen on taking mixed groups because they are eager to teach boys. This is because boys are often thought to be less temperamental and more physically fit.

Dr Leaman is a senior lecturer in education at Liverpool who is currently on a School of Education research project into physical education.

with two heads of department PE - one for boys and one for girls - it may well be that the boys are on a higher state and are in charge of PE resources. Once PE is mixed the head would be able to coordinate resources on the traditional activities.

These four strategies appear somewhat questionable, but each constitutes a different approach to the problem of teaching PE to girls.

Perhaps the most needed is the development of a new PE which can be enjoyed equally by boys and girls, without the great disparity in status or strength.

Perhaps there also be some mixing of the sexes in the spirit of competition which might encourage general participation and interest.

Ultimately, it is the adolescent's alienation from PE which must be tackled. But it is not the curriculum which is the problem, it is the attitude of the teacher.

It is vital that sport is a symbol in our society of freedom, autonomy, effort and direction - in other words, of life. The exclusion of women from sport merely serves to reinforce their social role of passivity.

Girls' PE should help them decide what they are going to do in the world. It should give them physical self-confidence to participate fully in leisure activities and assert themselves in society.

Dr Leaman is a senior lecturer in education at Liverpool who is currently on a School of Education research project into physical education.

Another factor is that in schools

Careers Diary

by Brian Heap

University interviews are now taking place - here are one or two points for sixth-form tutors to pass on to candidates.

1 An interview is a two-way process, the university want to know something about you - and you should want to find out something about them. An intelligent candidate can judge an institution from the sort of questions asked and the interviewer will base his assessment of the candidate, not only on his answers, but also on the sort of questions he puts.

2 Read the prospectus carefully beforehand - about life at the university and the facilities available and, more importantly, about the syllabus.

3 If there is something you don't understand about the syllabus - don't be afraid to ask.

4 Stick to the point when answering questions. Interviewers are not unintelligent people; if you don't know the answer, say so, don't waffle, they can see right through you.

5 Don't be frightened of being trapped by a trick question. It can happen sometimes, but generally interviewers are trying to learn as much about you as they can in a very short time. If you believe strongly about a certain issue, don't be afraid to hold your ground, but be able to justify your opinions.

6 Never be afraid to say "I don't know"; many interviewers claim that they are more interested in capacity than achievement and are usually neither surprised nor especially put-off by a confession of ignorance.

7 Try to show that you really care about the subject - they are looking for motivation as well as intelligence.

8 Read through a copy of your UCAS form before the interview (or at least try to remember what you put on it), since you are very likely going to be asked questions on the interests and activities stated.

9 Finally, as one interviewer remarked, "It's no bad thing if a few sparks fly at an interview. The wise candidate will recognize such exchanges for what they are - not acrimony but symptoms of the endless energy and vitality of academic study."

Form tutors could very usefully incorporate "mock interviews" into tutorials at this stage, with individual candidates being interviewed in front of the whole group and then followed up with a discussion of the outcome. It is an intimidating experience for some, but a very good preparation for the real thing.

A new course starting in October 1983 has been announced by Salter University (BSc Honours Degree in Manufacturing Engineering). It is a sandwich course of four years duration and several companies (the OBC group have already offered to sponsor suitable candidates on the course with a view to eventual employment as professional manufacturing engineers. The minimum A level performance is quoted as 'CCD'.

Conservation is a popular subject for many sixth-formers, who may be interested to know that a revised version of *Careers for Environmentalists* has just been published. It is available from the Council for Environmental Conservation, Zoological Gardens, Regents Park, London (Price £1.25).

Tough timetable for steering group

The steering group which will oversee the reintroduction of technical and vocational education into the secondary school system of England and Wales met for the first time this week - 72 hours after its composition was announced.

Eleven of the 15 members can be said to represent education interests. Two are teachers, and a third a director of education. And the nine members nominated by the local authority associations and the TUC are all drawn from the education specialists in their ranks.

Of the three employer representatives, one is a former teacher and another a university pro-chancellor and a former member of the Council for National Academic Awards. The board, which is being called the National Steering Group for the New Technical and Vocational Education Initiative, is headed by the chairman of the Manpower Services Commission, Mr David Young.

The group's first task is to approve guidelines for the selection of the 10 i.e.s who will be funded to set up pilot programmes of technical and vocational courses for the 14-18s over the next five years.

More than 30 authorities have told the MSC that they are keen to take part in the programme, and are willing to see whether the guidelines will permit them to put forward the sort of schemes they have in mind.

Youth service courses to be INSTEP

Youth worker training is to become fully subject to national standards for the first time. Initial training courses will have to be endorsed in future by the le-Service Training and Education Panel (INSTEP).

Until now the handful of colleges of education which train youth workers have been left to decide for themselves what they need to know, and have awarded their own qualifications.

Now INSTEP, which already endorses le-service qualifications, will be reconstituted as the Council for Education and Training in Youth and Community Work.

The new council is to get £120,000 a year from the Government, but will be run, for the time being, like its predecessor, by the National Youth Bureau at Leicester.

At the same time the future of the bureau is to be reviewed. Mr William Shelton, the junior education minister responsible for youth affairs, has announced.

The Government is acting on a recommendation of the Thompson Committee on youth provision - which also proposed the new arrangements for endorsing initial training - that the whole function of the bureau and its relationship to other agencies should be examined.

The NYB is funded by the DES and some other Government departments to provide support and co-ordinating services of various kinds to the statutory youth service and to voluntary agencies, and also to carry out research.

The bureau and the youth service organizations have welcomed the idea of review along the lines proposed by the committee, which thought that the bureau should be relieved of a lot of its routine work and enabled to concentrate on developing and improving youth provision throughout the country.

But they are worried by a phrase in Mr Shelton's announcement which refers to the need to integrate the bureau's work into "wider national institutional arrangements". They fear that this may mean that the bureau will be made accountable to a Government-appointed body rather than as at present, to the youth service itself.

Mr Young and his officials have made it clear to the group that they want the guidelines to be out by the end of this month, together with a deadline for authorities to submit their firm bids within weeks so that a final choice can be made and the projects authorized during the next couple of months.

But there is every likelihood that the group will refuse to be rushed into a scheme without working out beforehand its implications for the school system as a whole.

They know that they can rely on their caution being backed by the Manpower Services Commissioners, who turned down Mr Young's original crash timetable, under which the steering group would have been set up weeks ago and have selected the 10 projects by the end of this month.

These are the members of the steering group: Richard Knight, Director of Education Services for the City of Bradford Metropolitan District Council, vice-president of the Society of Education Officers and education adviser to the Association of Metropolitan Authorities.

Valerie Ginn, Head of the Blyth Jay Comprehensive School in Norwich for 14 years and before that, head of department for professional courses at St John's College, Manchester; chairman of the Secondary Heads Association education

committee, 1975-79 and representative on the curriculum committee of the Schools Council. She is also a member of the Council and Executive of the City and Guilds London Institute.

Dr Norbert Singer, Director of the committee, 1975-79 and representative on the curriculum committee of the Schools Council. She is also a member of the Council and Executive of the City and Guilds London Institute.

Edited by Mark Jackson

Thames Polytechnic since 1978 and a member of the Council for National Academic Awards.

Sir Alastair Pilkington, Chairman of the Chloride Group and former chairman of Pilkington Brothers; pro-chancellor of Lancaster University and a former member of the CNA.

Nicola Harrison, Chairman of the Association of Metropolitan Authorities education committee and of the Council of Local Education Authorities.

Dudley Flske, Formerly Chief Education Officer of Greater Manchester, he is the new Education Officer to the Association of Metropolitan Authorities.

Philip Mardale, Vice-chairman of the Association of County Councils Education Committee and Chairman of Hampshire education committee, he is also a member of the MSC's Youth Training Board, which

oversees the Youth Training Scheme.

John Horrell, Chairman of the executive council of the Association of County Councils and of the Cambridgeshire County Council education committee, he is a former chairman of the ACC's education committee and of the Council for Local Education Authorities.

John Harries, Chairman of the Welsh Joint Education Committee and leader of Dyfed County Council, he is also on the Association of County Councils' education committee.

Roy Jackson, Head of TUC education department and secretary to TUC education committee. He is also a member of the MSC's Youth Training Board, of the Further Education Curriculum Review Unit board, and of the Schools Council.

Clive Jenkins, General Secretary of the Association of Scientific, Technical and Managerial Staffs and chairman of the TUC's education committee and of its Educational Trust.

Fred Jarvis, General Secretary of the National Union of Teachers and a member of TUC General Council.

Eric Sharp, Chairman and chief executive of Cable and Wireless.

Donald Stradling, Group Personnel Director of John Laing and previously the company's group training and further education officer, he is a former teacher at St Albans School.

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For football-mad youngsters from overseas, "The London Cup" is being promoted this year by New Olympic Sports. Not so proud in its approach to the game as PGL, the idea is that visiting teams compete for a cup between the Changing of the Guard, trips to Windsor and Stratford and gazing at the Crown Jewels. Any team knocked out drops into the draw for the "Pilot". All the teams, coming so far from home, will be based at Brunel University.

Roll out the hockey teams

A London school is looking for others which share its enthusiasm for the latest team game to appear on the "recreational" roller-hockey. Forest Hill School in SE23 claims to be the first London school to have its own team and inaugurated its fixture list last year with a game against the Street Warriors of Putney. The school number is 01-699-9243.

Marathon charity run

by Bert Lodge

A "jogla" is being organized by a Chester school. Anyone guessing that the word must have something to do with jogging is getting warm but it's the route that gives precise definition. Start at John O'Grouts end finish in the usual place, put the initials of both points together and - that is a jogla.

The organizers, Queen's Park High School, have written to 2,000 schools along the route asking them to provide runners to accompany the Queen's Park relay team as it

passes through their area. The relay team will be made up of

every stride sponsored, be released for charity could not be figures but which charity would go to each individual school.

The enterprise is also being the Westminster Charity because it was launched last year by the Duke of Westminster. The relay will pick up their baton on Thursday, May 26 and will finish the last leg passing the Land's End on Saturday.

Malcolm Cook, a fully qualified FA Coach and former professional player, has made a study of the key factors in successful team and team management. He has also consulted with several authorities in the game. In *Soccer Coaching & Team Management* gives advice on coaching technique, organization, motivation, selection, team spirit, soccer skill learning, individual and team performance analysis, and other factors - all vital to a team's success.

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TE92

OVERSEAS

France/Anne Corbett

Savary reform proposals favourably received

PARIS: "Our aim is a united, not a uniform, structure for education. This reform should help us to re-orientate the whole system."

If the French Government's proposals to integrate most private schools into a reformed public sector of education go through as M. Alain Savary, the Minister of Education, wishes, French education will have lost two characteristics ascribed to it by legend: a degree of centralization which is said to have enabled a French Minister of Education to consult his watch and say what all French children would be learning at any particular moment; and a ferociously anti-clerical structure first defined in the 1880s.

It would, however, have an institutional framework which matches recent evolution and, apparently, public demand.

In a long-awaited pronouncement just before Christmas, M. Savary said there were four areas on which negotiations would have to take place: the geographical distribution of resources (the *carte scolaire*), the scope for schools to develop their own identity in a way hitherto unknown in France, the status of teaching and non-teaching staff, and the range of educational activities.

Private schools wanting to continue to receive public finance (as more than 90 per cent already do) would come under the same budgetary and planning constraints as state schools. They would not, for example, be able to open new classes without the approval of the regional education authority (the *académie*). Negotiations would also have to take place on what classes to keep in areas of falling rolls. Private schools would be constrained to take pupils only from an administratively defined area; on the other hand, parents would for the first time be given a choice of several



President Mitterrand: mysterious attitude to Savary plan

state schools. (These reforms become technically easier to implement under the Government's decentralization programme).

All schools would in future be required to state their aims and objectives on all aspects of their life, including sporting, cultural and religious matters as well as the curriculum. This statement would be drawn up by a widely representative school council, including parents, pupils, teachers and non-teaching staff, and local councillors.

Teachers, other than those in religious orders, would have their status and conditions improved in line with their colleagues in state schools. Those without tenure would be available to be used as the regional authority thought fit. The religious schools would, however, lose control over the appointment of the institution's director, local councillors having a part to play through the schools council.

There are two million pupils in private schools in France (15 per cent of the total school population) and 110,000 teachers. For many of

these pupils private schools are a safety net. For example, 40 per cent of those in the "examining" classes for the *baccalauréat* of upper secondary schools have dropped out from state lycées. There are also experimental schools encouraged by President Mitterrand's Government. But the vast majority of the private schools are Roman Catholic schools which receive heavy state aid in return for employing qualified teachers and teaching to nationally defined programmes. They appear to be valued more as havens of discipline than for their religious character.

It is evident in the reactions to M. Savary's proposals that the nature of the 100 years' war of religious schooling in France has changed, with those most closely involved reserved but not totally hostile. The traditionally anti-clerical teachers' unions in the state sector most fear that the Government is making concessions to already privileged schools to the detriment of state schooling.

Some Catholic intellectuals have actually welcomed the proposals, and the spokesman for the Jesuits says that if there is room for grassroots decision-making then he, too, would find the Savary plan acceptable. Even the conservative Catholic hierarchy, having been brought in on preliminary discussions, agrees that some negotiation is not impossible, though not necessarily in the terms M. Savary envisages. Phrases like the "crushing" and "strangling" of private education have been limited to the right-wing press.

The Minister would like negotiations to begin this month. The only mystery, given that the Savary proposals have been widely regarded as astute, is why a week ago M. Mitterrand tried to send him off to the French Ambassador in Madrid.

Republic of Ireland/John Walsh

Equality with a flurry

DUBLIN: Mrs. Gemma Hussey (right), the Republic's new Education Minister, is the first woman in that position and only the third to hold a Cabinet post in the country.

She came to prominence through the women's movement. In 1977 she was elected to the National University of Ireland constituency to the Senate (Parliament's Upper House). She was elected to the Dail (the Lower House) last year.

Mrs. Hussey is expected to implement the education section of the Fine Gael-Labour programme for government. This proposes a greater degree of co-ordination in Irish schools and further steps to ensure that both boys and girls have an equal opportunity of studying all subjects in the curriculum.

It also commits the new Government to set up a National Parents' Council and an independent ex-



aminations and curriculum body. In further education it is said that a concept of a dual year will be introduced into technological colleges to increase the number of students sing through the institutions. Mrs. Hussey has caused a flurry by asking for a female police representative to be on duty for her state car. There is no police representative as yet, says it should be a matter for police authorities, not for min-

Getting to school at a price

DUBLIN: More than 80,000 secondary school pupils in the Republic have been given an unwelcome New Year gift - hefty transport charges from the start of term this month. The charges were proposed by the previous Fianna Fail administration, but it fell to Mrs. Gemma Hussey, the new coalition Government's Education Minister, to announce the details.

Junior school pupils who enjoyed free transport until now will have to pay £14.2 per year - those in the senior cycle £17.2 a year. There will be a ceiling of £1150 per family in any one year.

The cost of running the bus service has been rising rapidly in recent years to £180m last year. The new charges are being levied to make up for a £185.5m of estimates for this year.

The charges have been denounced by teachers' unions who say they will lead to a drop in enrolments and consequently to school closures. The two great teachers' unions are insisting that members not to cooperate with the charges.

Although the charges mainly affect rural pupils, children in the city have hit by increased fares.

New Zealand/Hilary Wilce

Inspectors make them shake in their shoes...

Inspectors' visits are the biggest cause of stress among New Zealand primary school teachers, although day-to-day it's the children who get them down.

A recent survey of health in almost 300 primary school teachers showed that 59 per cent of them found inspectors' visits stressful. Men found them more worrying than women.

The next most stressful thing was interviews with parents, followed by class trips. Family illness, concern about their next job and the encroachment of the job on personal time all caused the teachers more stress than things that happened in the classroom. In class, the most stressful subject was reading, followed by maths and science.

Day-to-day the most stressful events and situations included: teaching problem children in the classroom; not being able to do enough with individual pupils; children not listening; being interrupted; hostile and aggressive children; outside interruptions; children having learning difficulties; the weather making them late.

The research, by Mr. David G. Way of the department of education at Victoria University, Wellington, found only a weak connection between poor health and high stress.

The deep anxiety about inspectors' visits can be explained by a large amount of say inspectors in New Zealand have over teachers' promotion.



Few of the young Jewish victims of Nazism were allowed to begin a new life in Canada

Canada/Les McLean

Facing up to anti-semitism

TORONTO: Canadian schools have begun, somewhat belatedly, to discover the Holocaust. More than 40 years after the Nazis embarked on their "final solution", this painful and threatening piece of recent history is getting serious attention in publicly supported schools. That it is happening now is due in part to the publication of research describing the official policy and actions of the Canadian Government as regards Jewish immigration to Canada before, during and after the Second World War.

None Is Too Many, subtitled "Canada and the Jews of Europe, 1943-1948", is being adopted as a reference text in high schools and universities and has become a Canadian best seller. In 285 pages (followed by 40 pages of scholarly footnotes), the authors document again and again the government policy that resulted in the admission to Canada of fewer than 5,000 Jewish refugees between 1933 and 1945. (During the same period the United Kingdom accepted 70,000, the United States 200,000, China 25,000 and little Bolivia 25,000.) The title comes from a reply given in 1945 by a senior Canadian official to several journalists who asked how many Jews would be allowed into Canada after the war.

None Is Too Many, Irving Abella and Harold Troper, Toronto: Lester and Orpen Denny's Ltd, 1982.

Ontario intends to raise level of formal testing

TORONTO: More compulsory courses, closer supervision by the province and more formal testing of achievement are prominent features of the Ontario provincial government's recent response to recommendations from a Secondary Education Review Project.

The project's report was tabled in October after several years of study and consultation. Its 98 recommendations covered almost every aspect of secondary education. One of the most discussed and controversial recommendations was that the final year of schooling be eliminated (YES, October 8). Dr. Bette Stephenson, the Education Minister, has now directed that the grade 12 graduation diploma and the grade 13 honours diploma be combined.

The new diploma will require successful completion of 30 credits, 16 of which would be prescribed and will normally take four years. A credit will continue to require a minimum of 110 hours of classroom study.

Teacher jobs were retained and university faculty fears allayed by converting the grade 13 programme to "prescriptive, provincially-designed Ontario Academic Courses (OACs)", to be developed in consultation with universities and colleges. These courses will be the basis for university entrance.

Inclusion of one French credit among the 16 required of all graduates caused much comment. It would seem unremarkable (even inadequate) in a country where French is one of two official languages, but the reality is that French is not an official language of the

province of Ontario, and teachers wondered how to motivate an entire heterogeneous student population to earn a meaningful French credit.

On the other hand, the small-but-significant Francophone population was outraged that five English credits and one French one to be required of everyone, with no mention of those taking their entire secondary programme in French.

The minister subsequently announced that three credits in French would be permitted but that the five English credits would still be required of everyone. Leaders of the Franco-Ontarian community announced they were still not satisfied.

Editorial comment on the minister's announcement was uniformly favourable, the largest circulation daily newspaper entitling its editorial "Getting schools back on track". The leaders of the teachers' unions were less pleased, however, complaining that they were not consulted. They were listened to only after pointing out difficulties they would have with what the minister had decided to do.

Dr. Stephenson stopped well short of a reinstatement of provincial examinations, deciding instead on continued development of the Ontario Assessment Instrument Pools. A model similar to Britain's Assessment of Performance Unit was suggested.

OVERSEAS

Hungarians unveil plans for technical training

by a special correspondent

Hungary is to introduce a new technical training system, based on specialized secondary schools.

Full-time courses begin in 1985, while external courses - for those who leave school at 15-plus after the obligatory eight years at primary school - start in 1984.

These courses will stretch over four or five years. The first two years will cover general subjects. This will be followed by either a two-year specialized course, leading to a "skilled worker" diploma, or a three-year course giving a specialist's qualification.

The new courses are a compromise. During the 1970s there was considerable pressure for the remodel-

ling of all secondary education on the basis of work-orientated courses, and the abolition of the traditional schools (*gymnasiums*).

But this evoked a large number of protests from parents and the plan was quietly dropped in 1980, when Mr. Imre Pozsgai, the former Minister of Culture, and a known supporter of the *gymnasiums*, took over the newly-combined Education and Culture Ministry.

Even so Hungary has continued to pay lip-service to the idea that school life should be more closely linked with industrial production. This was particularly the case during an educational "summit" last summer, when representatives of Bulgaria, Czechoslovakia, East Ger-

many, Poland and the Soviet Union met in Szekesfeharvar, 60 kilometres west of Budapest.

Mr. Pozsgai was replaced as minister last summer and the new plan for technical secondary school would seem to come from his successor, Mr. Bela Kopeck, I.e., too, does not seem to be entirely happy about sacrificing the centuries-old Hungarian grammar school tradition.

Enrolment in a technical secondary school does not necessarily mean a lifelong commitment to factory life. Provision will still be made, via a special "supplementary examination", for transferring back to the general secondary school stream at the end of the technical school two-year foundation course.

Harvard seminars for Reagan officials

In the first programme of its kind, the White House has hired Harvard University's graduate school of government to conduct a series of management seminars for some 200 top officials of the Reagan Administration.

During the past decade Harvard's John F. Kennedy School of Government has successfully run similar training programmes for newly-elected members of Congress, state government officials, the mayors of America's largest cities, and other public management executives. While the latest link in a well forged

Cambridge-to-Washington bond, it marks the first occasion in which the White House has actually drawn up a contract with a university for such services.

The White House is paying \$85,000 (£20,000) for a series of six executive training seminars, using actual case studies. The two-day sessions will be held in Washington for groups of about 30 presidential appointees who all serve at assistant secretary level.

One seminar was held about a year ago as a pilot. It was described as "particularly lively" by those

attending and given top grades from the Secretary of Defence, Mr. Caspar Weinberger, who sat in as an observer.

Harvard professors describe the seminars as "a mutual learning process" as material gathered from the sessions will most likely be used in courses taught at the graduate school.

Seminars will focus on dealings between these managers and Congress, the media, the states, cities, and various interest groups.

E. Patrick McQuaid

India/A. S. Ahraham

Authorities give way in lunch duties battle

BOMBAY: Teachers in the south Indian state of Tamil Nadu have succeeded in getting the provincial government to free them from supervisory responsibilities for the free mid-day meal scheme in government schools.

The scheme, introduced in July, benefits more than six million children and costs £50m. Since it began, more than 2½ million additional children have been enrolled; what is more, they are staying on, attending regularly and are encouraged by their parents to go to school.

More than 33,000 cooks have been employed, one for each feeding centre in as many primary and secondary schools in the state. Each cook has two helpers.

Trouble began when teachers, who

have four main organizations representing their interests, started to complain that supervising the scheme involved them in work which they were not qualified to do and took them away from the work they were qualified and employed to perform.

When the complaints were first made, the provincial government promised to appoint 35,000 "assistants" exclusively for the scheme. They would do most of what the teachers now say they are doing, leaving them to worry only about minimal overall supervision.

When the government failed to be as good as its word, the teachers began to agitate, mounting demonstrations and going to jail. The government finally capitulated, agreeing to appoint the assistants immediate-

ly. Until it does, the teachers have agreed to suspend the agitation.

The teachers have also said that if enrolment has gone up by as much as the Government claims, then more teachers should be appointed.

The Government has not made any commitment on this demand. The teachers have been at pains to emphasize that they do not want to sabotage the midday meal scheme. On the contrary, they welcome it because poor children are fed and, by increasing enrolment and cutting drop-out rates, more jobs for teachers are created. But they do not want to be saddled with other than teaching responsibilities, except midday meals, and they do not want the Government to cut down its costs on the scheme by overburdening them.

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TALKBACK

Up for the job

A HEAD OF ENGLISH

I have recently spent many long, weary hours travelling to try to gain promotion. I have been on whistle-stop conducted tours of strange schools, poked around in dusty stockrooms and sat in alien staff-rooms feeling uncomfortable.

I have faced advisers, heads of department, heads of school, and governors in big floppy hats or military moustaches, all of whom seemed to be struggling for questions to ask.

I have read countless copies of *The Syllabus* and I have been less-than-surprisingly studied by pupils and staff. I have been taken aside by school secretaries and caretakers and been "told the truth".

I have consoled myself with the fact that I'm lucky to have a job, for the day and all the marking I could be doing and the mess I'll find when I get back. It is an emotional and nerve-tearing ordeal.

And somehow, miraculously, after an average of 40 minutes of interview, a decision is made that means a school could be stuck with their newly appointed member of staff for 30 years or more. It is an archaic, inefficient and dangerous system. So much is entrusted to luck and intuition.

Silent running

JANET POWNEY

Come to Mark's Meadow Elementary School in Amherst, Massachusetts, at 10.30 in the morning and you'll find the secretary engrossed in a novel. The head teacher is studying a magazine in his office and in every classroom most people are reading or at least looking at books. It is the beginning of the 15 minute silent reading period of United Sustained Silent Reading (USSR) when all members of the school - pupils, teachers, auxiliaries, and even the caretaker - may read without fear of being interrupted.

Most schools in the United States, as in Britain, aim to foster literacy and children's love of literature. Often the intention doesn't get realized with the competition of the immediate demands of classroom life and basic reading schemes which hardly merit the term "literature". However, some schools like Mark's Meadow persist in believing that USSR can make a significant contribution to the curriculum and to the general well-being of pupils in the school.

It is not easy to organize. Timetabling the hall, television programme, specialist teachers and their rooms is complicated and must also allow time for travelling to and from

When North winds blow

ST BYRCE

We are beginning to detect in this school an increasing sense of cynicism and a feeling of helplessness and pessimism in the light of the economic recession. Here in the North East we are rapidly falling behind the rest of the country.

The five northern county councils - Cleveland, Durham, Cumbria, Tyne and Wear, and Northumberland - presented their annual state of the region report recently. It emphasized the major economic problems we face and highlighted the very real inequalities our pupils will need to overcome. Disraeli's two nations are now a reality.

This country is divided into two distinct areas - North and South. The report points out the "grinding poverty" being suffered by the North where one in four families

Perhaps I shouldn't be so cynical when the internal candidate is appointed so often.

With just 40 minutes in which to decide whether a face fits, is it any wonder that interviewing panels decide to play safe?

I left home for one interview at 7am, arriving at the school at the requested time, midday. I had 25 minutes with the head of department and the appointment and little else. I then had 25 minutes with the headmaster, ostensibly for him to outline the organization and philosophy of his school. When he realized he knew someone from a previous school of mine he spent two thirds of the time reminiscing. The other third was spent asking me about my sporting interests, and whether I could coach teams. (It was an English job I was applying for.) Then lunch with the head and the other candidates.

At 2.10 the interviews started. (The chairman of the governors was half an hour late) and at 4.45 a decision was made. (Unusually early in my experience). Then straight back into the car, having claimed £35 travelling expenses, and the 200 mile journey home.

During the course of the interview it soon became clear that we were unsuited to each other. The "details" of the job sent to me four weeks previously had been vague - indeed the job specification changed, and references had been taken on the telephone only two days before the interview. What a

waste of everyone's time and money. And not an untypical experience, I'm sure.

From my point of view it didn't matter that much; like many other candidates I had several interviews lined up in the space of a few days and there were other jobs I preferred.

Which brings me on to another fault of the system for appointing staff: the instant decision. It seems wrong that decisions such as these should be taken on the spot. If I have interviews at X on Monday, and at Y on Friday, what do I do? If I'm offered the job at X I've turned my bridges at Y - unless I do the dirty on X - when I run the risk of being blacklisted. Yet if I do not accept, I might not get Y, and be back where I started. This can be in no one's interests.

The most positive aspect in me has been to show me how much I take my present school for granted. Although we moon about the head, I have met far worse. We moon about facilities and resources, yet we live in luxury compared to some schools. We moon about unreasonable attitudes, yet we have great freedom compared to some.

Perhaps interviews at other schools should be part of in-service training schemes. They make you examine yourself and the system, and no doubt we would all find room for improvement in both.

The author was recently appointed head of English in an East Midlands comprehensive.

Preferred reading

RICHARD WOOD

Children's book choice is too personal a matter for inflexible rules of thumb, yet similar patterns have emerged from many published surveys of children's reading (some 200 since the 1880s). They provided a starting point for my own investigation of the reading habits of pupils at a Suffolk middle school.

I found girls and high ability children to be my most determined readers despite a marked fall-off in reading by all at 12-plus. Questionnaires and book lists revealed an unexpectedly heavy dependence on school books for most children's fiction diet; 62 per cent of all titles named came from school sources. A previous investigation put my pupils roughly in line with the national average found by the Schools Council of two books a month for boys at 12 and 2.5 for girls. Now, three years later and following an infusion of some 800 fiction paperbacks, these figures stand at 2.7 and 3.5 respectively. The creation of a "reading environment" where books are valued, discussed and, above all, easily available in large numbers is the key. Class libraries and a school bookshop complement each other, for keen borrowers like to buy as well.

Television is often blamed for the decline of children's reading but avid readers are often avid viewers too. The relationship is a subtle one; television is vigorously promoted and attractively packaged, it is slick and fast moving, visual rather than reflective and these are the criteria by which children judge books. We should learn to recognize them, and adopt a more promotional approach to such books.

Television can be a powerful ally - witness the current popularity of *Orange Hill* books. Thus hooked, children may be introduced by stages to "quality" fiction. Intelligent adults (perhaps themselves)



Addendum: the chart on page 18 TES December 31 showed science subjects taken by boys and girls in the last two years of compulsory schooling was taken from the Assessment of Basic Skills in Schools, Age 16: Report No. 1.

that the North spent £16 per head on primary pupils, £26 per head on secondary. Contrast the figures with ILEA's £38 per head primary, £69 per head secondary. Northumberland stands 61st out of 104, i.e. as it needs to spend more on our pupils than they are relatively disadvantaged. This year's DES statistics show five counties achieving an average pass rate of five O level subjects for over 29 per cent of their 16-plus year. All of these are in the SE. We need a policy of positive discrimination - even today - is dabbling the possibility of a further round of cuts which would very seriously damage the education service in the county. The local authority has to respond to the demands of central government - a government elected to raise educational standards on the one hand and committed to a policy of cuts in local services.

The result has to be a decline in educational standards. Her Majesty's Inspectorate (February 1981) stated quite categorically that schools "cannot be fully effective if the

convert readers of essential books should not despair to find new titles dominating children's shelves. "Quality" titles showed up well among my pupils' and my books, although some have authors (Joan Aiken, Enid Blyton and Philippa Pearce) were superseded by their absence.

The bewildering choice of books enjoyed, from *David Copperfield* to *Chatterbox* to *Letter by Letter* almost defies generalization. Individuals can be made ambivalent to their choice. Josephine, aged 12, who had titles read during the year, had *The Warden* and *Turn of Mind* alongside *Professor Brimstone* a batch of *Blytons*. She headed all lists at 10-plus, and picked from her reading list.

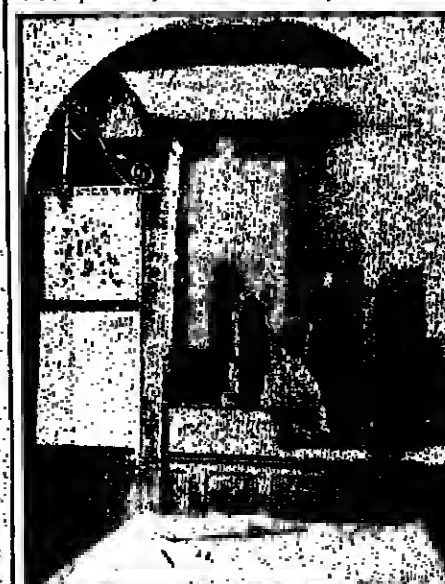
Evidence that children have a most, real sense of ownership is confined to fiction. Boys and newspapers were read by regular book readers, but the "humorous fantasies" of the leading so naturally to the over-simplifications of the problems by the other. They cut at 13 claimed more to be a newspaper, the "quality" was likely to be read, even in homes where they were taken to catch these young readers.

Low ability children are inhibited off with banal stuff, superficially. In fact, they would seem to have little choice or response. Boys and girls have different tastes, and surprisingly they are enjoyed equally by them. They seek in television, though, is governed more by maturity than by sex or intelligence. Last action and lively dialogue universally popular, but the child's quest for personal reflection in far greater depth of character and reality.

Richard Wood teaches in a Suffolk middle school.



The sponsor, Samuel Morley MP



The interior, 1883

Children's libraries are one of the clear successes of the public library movement, setting a pattern of professional involvement which should be repeated with all age groups. At the same time they are beset by problems; the library system is still the poor relation of the education system, its growth puny in comparison, and still deserves the description given by Mary Thwaites, Hertfordshire's County Librarian, in 1957 as "underdeveloped, underserved and undervalued".

One indication of improvement over the years is the change in the public's expectation of children's libraries. Parents expect that every service point - from mobile or village library to city centre branch - will have a range of picture books, stories and non-fiction available to every child from babyhood to adolescence. Children expect to find an informal club-like atmosphere, with attractive displays and comfortable seating; a place to browse, do homework, enjoy a jigsaw or chess game, hear a story or listen to a cassette. Teachers expect children's librarians to be professional allies, partners in the work of encouraging reading and promoting information-gathering skills. All expect the librarian to know the book stock, and to be adept at finding the right book for each reader.

What a change from a century ago. The early children's libraries excluded those below seven or eight years. Their stock was woefully inadequate: 750 books for a child population of 7,500 was a typical statistic, and many libraries ran out of books within a few days of opening. The range of stock was limited, with an emphasis on improving works while the books of Charles Kingsley, Walter Scott and Bunyan are regarded as light reading. The staff were not only unqualified (professional qualification began in 1904), but largely untrained. At a time when chief librarians often doubled as caretakers or stokers of the boiler, subordinate staff were humble indeed.

Nottingham did well to appoint a former pupil-teacher, but we should note that her salary of £26 a year was less than half that an uncertificated teacher could command. The national advisory body had recommended a 10 per cent cut in FE costs and the Director of Newcastle University had proposed a loss of 1,200 places and 100 staff jobs at 100 schools alone.

What is remarkable, given the vast difference in conditions then and now, is the sim-

Silent service

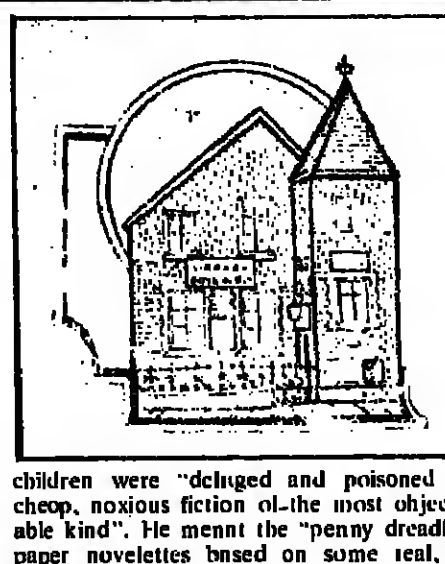
One hundred years ago this week the first public library for children opened its shelves

A hundred years ago the very first children's library came into existence. Children, or more correctly young adults, had been allowed access to books in lending libraries before that date, but January 10 1883 marked the opening of the first collection of books intended to be borrowed by children between the ages of seven and fourteen.

The Nottingham MP, Mr Samuel Morley, wrote to the city's library committee as the main Free Lending Library was about to reopen in the city centre. He said he was "anxious to have some little share in this promising enterprise" and offered a generous £500 for the purchase of suitable premises and books.

Using £300 of this money the committee, under the chief librarian, J Potter Briscoe, rented rooms in Shakespeare Street. A debate about a suitable librarian for this branch concluded that the ideal applicant would be a former pupil-teacher, someone who "loved and understood children". Records are incomplete so it is not known who first held the post, but when the branch was closed in 1932 before removal to better premises, the children's librarian was a Miss Emma Hill.

Mr Morley had asked that only "unobjectionable" books should be supplied, because



The first children's library in Nottingham

children were "delighted and poisoned with cheap, noxious fiction of the most objectionable kind". He meant the "penny dreadfuls", paper novelettes based on some real, well known crime.

Mr Briscoe asked for suggestions and gifts of books from parents. Authors favoured then and still well loved included Hans Andersen, the Brothers Grimm, Lewis Carroll, and Louisa M Alcott. One or two are now known through televised adaptations eg Scott or Frances Hodgson Burnett (*Little Lord Fauntleroy*). Some authors have fallen out of regard or are almost unknown: Lord Dunsany, Tabor, Gustafson, Fryer, Mesdames Crick, Yonge, Edgeworth and Moleworth, tellers of "miles" (greatly valued then) such as Henty, Ballantyne and Fennimore Cooper.

Periodicals were stocked: *Union Jack*, *Good Words* for the Young, *Ami Judy's*, *Beetle's Boys Own Volume*, and *Chatterbox*. Two which lingered on well into this century were *Boys' Own Paper* and *Girls' Own Paper*.

The librarian of Nottingham Free Public Libraries went on to write and lecture extensively on the subject of setting up children's libraries. Most towns and cities in the United Kingdom followed suit, and the idea was taken up worldwide following his suggestions.

Jean Bowden



The Chief Librarian, J. Potter Briscoe



The unknown librarian

Rarest kind of best

Peggy Heeks finds today's children's libraries in need of more support and new direction



larity in library activities. Virtually all the methods of current children's librarianship were in use in the earliest public libraries. Our present story hours, class visits or activities for adolescents can all be found as bread and butter lines a century ago, designed, then as now, to catch and keep the interests of the young. It is good to feel part of such a long tradition of reading encouragement. *Public Library aims and objectives* published in 1980 by the Public Libraries Research Group saw librarians as aiming "to close the gap between the reader and recorded knowledge".

It is in the children's library that this aim is most nearly reached. The staff there know the stock from first-hand reading. They also have a close understanding of their readers and of the needs of different developmental stages. In terms of advice to readers, children's librarians set a standard which the general public library service has still to achieve. The same is true of the many activities which promote books. These are unmatched in the adult



field, apart from a few lone experiments, yet the need to generate enthusiasm and spread news of outstanding books is just as great there. As we search for appropriate techniques for public libraries in the late twentieth century and into the twenty-first it is to the reader-centred approach of children's librarianship that we turn as a model.

It is therefore particularly sad that reductions in local government expenditure have brought cuts in book funds and staffing, and that children's libraries are consequently looking that much sabbier, the books that much grubbier, the staff that much more hard-pressed. If books are such a good thing they and children should be brought together in a spirit of celebration, not of penny-pinching.

The poorest providers are spending no more than 50p a head on books a year, the richest just over £2. Even the best budget will not buy one new book a year per child. And while book budgets have slumped on average 25 per cent in real terms since 1978, staffing

levels have decreased by some 5 per cent

Even more insidious influences are at work attacking the whole ethos of children's libraries. Twenty years ago a library service would pride itself on having a team of children's specialists, headed by a senior children's librarian. Today a disturbing number of it posts have been removed from establishments. Current staffing structures show change of emphasis which dilutes the role specialist. Librarians are more likely to be grouped in community teams in which member has no go at all jobs, just step forward occasionally to lead on some special field. Today's senior children's librarians, essentially taken up with management, strategies for attracting funds or avoid budget cuts, and with liaison with other agencies. The sign of their guild could as well pocket calculator as book.

Children's librarianship is in the doldrums waiting for a new message to lift it movement. The philanthropic driving force of the nineteenth century has gone. So, too, the obdurate period of the 1960s when John Rowe Townsend's words, "a golden age of children's literature was by and when De la Mare's advice "only rarest kind of best in anything is good for children" was the yardstick for book selection. Current influences divert energy the major task of bringing books and children together, ironically at a time when there never more need - or demand - for an knowledge of children and their literature.

It was wise of children's librarians to establish themselves in the mainstream of librarianship over the past decade. They now proved that point. No one could no them for the "lady children's librarians" sing from sweet-titled-darling hysteria, plained of in the Edwardian period. The known as having a deep concern for problems - whether of inner city deprivation - a realistic view of literacy and an appreciation of the upturn in multi-media library gives.

It is time now for children's librarians confident of the professional respectability their specialism and to re-open, in this century year what Alec Ellis called, "the enthusiasm for what was quite obviously a sads", which inspired the founders of children's libraries.

Peggy Heeks is assistant county librarian, Berkshire.

FEATURES

Learning by discussing

Grahaeme Lauder looks at some ways of increasing students' involvement in their own learning

There is a certain amount of dissatisfaction with the emphasis in education on such skills as memorizing and regurgitating facts at the expense of more analytical, critical and discursive skills. Interest is growing in techniques which encourage students to become more involved in the learning process, both individually and in groups. The involvement sought goes beyond the traditional tutorial with teacher asking questions and pupils responding and where the teacher hopes to coax the class towards a satisfactory consensus and without giving much opportunity for the students to clarify their own experiences of the material under discussion or to learn what they most need to.

Quite a lot of work on this has been done with students from the Open University, which could conceivably apply in other educational settings. At the OU Roger Watkins used a technique known as *learning through discussion* to try to provide a framework in which students could learn to control and pace their own discussion lessons.

When discussing an article or chapter from a book, for instance, he suggested the following eight-stage procedure:

1. List all the words of which you are unsure. Look them up and write down the definitions of them.

2. Write down your version of the author's message.

3. Identify the sub-topics in the article.

4. Note the sub-topics which you had trouble comprehending or which you think would provide a profitable discussion.

5. Write out a brief statement of the subject matter of each sub-topic. Design a question that you would ask for each.

6. Write down the meaning or usefulness of the material has for understanding other concepts. Indicate what other ideas the material substantiates, contradicts, or amplifies.

7. Write down how the material can apply to your own life - past, present or future, or what implications the material has for your own intellectual interests or pursuits.

8. Write down your reactions and evaluation of the material.

Having individually prepared the material according to the method outlined above, the group discussion follows the same steps. One of the students serves as chairman and it is important that this office rotates from meeting to meeting and that the chairman ensures that all have an opportunity to contribute.

Having tried the technique myself on a number of occasions my impressions are that students seem reluctant to admit to any difficulty in understanding the material; some students do not want to apply the material to their own situation, but merely to pass the exam at the end of the course; and by the time students had reached step eight they often have little to contribute, yet this is possibly the most important step of the whole process. It is possible that students found the step by step approach artificial and having to postpone evaluation as well led to a reluctance to contribute at step eight. However, overall the students seemed to have a high level of understanding of the course material which raises the question: how much of this understanding is attributable to the technique as opposed to novelty or teacher enthusiasm.

Learning through discussion was also tried at the OU by Andrew Northedge. His problems included embarrassing silences and shy, or domineering, students. Some of the students' difficulties arose, he suggested, because they were simultaneously having to listen to the discussion; think about what was being said and formulate their own points; find suitable entries to make these points and to maintain an overall picture of the discussion.

To help overcome these he devised a four-stage framework for discussion that started off working individually to give all a chance to develop a viewpoint, then moving to working in pairs where even the shyest was likely to

state his views, then moving up to small groups and lastly reporting back to the group.

Northedge also justified his method in terms of what he saw as the main purposes of discussion groups: making the student more familiar with concepts by using them; allowing the student to clarify any difficulties; and gaining confidence through discovering common difficulties and receiving support for ideas.

On the basis of these aims Northedge offered the following plan:

1. INDIVIDUAL WORK (five minutes)
a) remind yourself of what is in the unit
b) write down one or two of the points you found most difficult

c) write down one or two of the points you found most interesting
d) note any general reactions aroused in you by the unit

2. WORK IN PAIRS (ten minutes)

a) compare notes
b) see if you can clear up any difficulties for each other

c) draw up in order of priority a list of points you would both like to discuss

3. SMALL GROUPS (forty-five minutes)

a) compare the notes produced at the previous stage

b) decide what you going to try to cover and in what order

c) discuss the chosen points - each person should take notes of the main issues and any conclusions reached

d) recap from time to time - what topics have been covered and what has been said about them?

e) (after thirty minutes) begin to prepare a group report containing the main issues discussed and the conclusions you came to. Allocate an order of priority to your issues.

4. REPORTING BACK TO THE WHOLE GROUP (thirty minutes)

a) each small group presents an item from its report (in rotation)

b) tutor jots down headings on a blackboard

c) as issues are presented the tutor and members of other groups comment on them

d) tutor (or one of the students) summarizes the points reported.

Northedge emphasized the need for note-taking by all students during the first three stages in order to ensure that the discussion did not become aimless.

Northedge, with Graham Gibbs, applied this framework to produce a student-centred approach to learning to study. Students are encouraged to reflect on their study methods. Examples of the instructions given to students included:

● Working alone (5 min): "Imagine you are in the examination room, and you are given this exam paper and told to begin. Go ahead, for 10 minutes, exactly as if you were really doing the exam."

● Working in pairs (5 min): "Compare what you did with your 10 minutes - was it different? Why?"

● Working alone (10 min): "Now go back and start tackling a question which isn't your best question (choose your second or third best) and start working on it. You have 10 minutes to work on it. Don't try and finish your answer in 10 minutes, just use it as the first 10 minutes you'll spend on this answer."

● Working in pairs (5 min): "Compare how you went about starting to answer your chosen question."

● Working in fours (15 min): "Pool your tactics. What methods of revision would be best suited to the tactics chosen."

● Working in plenary (10 min): "I'd like each group in turn to describe a promising way of tackling the paper, and going about answering a question; and to suggest what form of revision would be the best sort of preparation for that way."

The novelty of these techniques may lead students to become confused or negative and teachers need to consider ways of coping with this problem. Equally teachers may well have to make changes in their own behaviour: developing strategies other than those of coaxing students towards the "right" answers. For these reasons the techniques need to be tried over a considerable period of time before any assessment can be made.

Teachers should expect problems if they use any methods designed to foster critical discussion and independent student learning. Such methods contradict the traditional student-teacher relationship and even under the relatively favourable conditions of the OU teachers who attempt to encourage student participation in discussion often fail to generate much response from the students and have to adopt more traditional methods. With younger, probably less-motivated students in colleges and schools this problem of non-response may be intensified. In addition, where teachers are preparing their students for external examinations there is likely to be a conflict between covering the course material and developing the students' critical skills.

Finally, but not least, there are problems of classroom discipline, mobility range and class size. My justification for dwelling on these difficulties is that participation in difficulties increases the likelihood that they will be overcome or at least reduced in manageable proportions.

Grahaeme Lauder is a lecturer in sociology at Park Lane College of Further Education, Leeds.

STAND BY YOUR DESKS

Obsolete desk formation can lose the battle for order and defeat attempt to parlez says Alan Weeks

Among the most serious obstacles to the growth of participatory and teaching are columns of desks. Assemblies. While pupils are looking at the backs of their fellow teachers as a sort of perpetual front of them, little participation is possible. The claims that the column system is a classroom control and for chalk-and-talk lessons need to be seriously challenged.

Columns of desks are a traditional relic, not only unsuitable for discussion and demonstration lessons but also an efficient vehicle for chalk-and-talk lessons. It evolved in days when a narrow teaching methods held sway and a numbered 40 children. But with pupils in a 7 metre room what were the advantages have become military metaphors.

Columns have become a positive hindrance to class control: the teacher can see nor move quickly to trouble within the column. The trouble-maker can see her, but not the teacher, and is able to trip and chatter, while it is difficult for the teacher to locate the source of the trouble. These circumstances anything but a serene approach is likely to be a problem.

A classroom where a teacher can see from head to foot and can move quickly to trouble within the column is a more desirable prospect than a room where pupils are better than a cure. If pupils know the teacher is watching them, they will behave better. If pupils know the teacher is not watching them, they will behave worse.

Desks or tables are placed in a row, side of the room, with the chalkboard at the front. When the teacher is talking the pupils face her. When the teacher is writing they turn their chairs to the board. Difficulties with writing during lessons can be overcome with the use of flipcharts. One of the most persistent complaints made to me about the traditional method was that it was not suitable for hand to copy chunks of notes from the board or complicated diagrams. Why are we

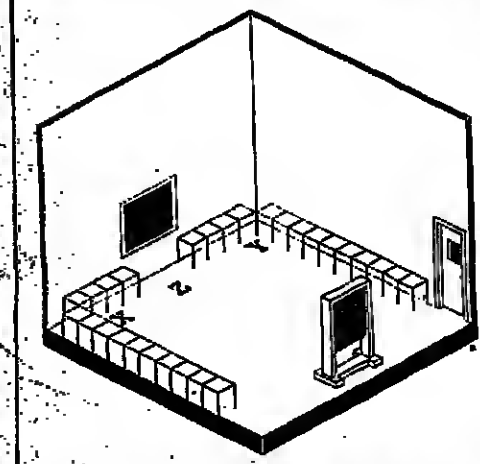
are doing this beyond me. Perhaps it, too, is another military relic?

One of the real obstacles to the smooth operation of this system is the type of lesson frequently used where there are a number of short periods of talk interspersed with an equal number of writing or working sessions. It would be impracticable to keep turning chairs. The solution is for the teacher to use Place Z (see diagram) with a second blackboard available at this point. There might be slight inconvenience for pupils in areas X and Y, who have to glance round.

It is in discussion, topic or demonstration lessons that this system really comes into its own. Discussions are sometimes planned but often arise in other types of lesson, including chalk-and-talk ones. An organisation where all members of a group can see each other's faces, and where a circle of involvement is created by the clear open space between them helps to break the domination of teacher-pupil talk with some profitable pupil-pupil talk. The circle can be closed with some chairs across the fourth side and the teacher can move to a new place in the circle, sending the permanent teacher place or table (another of those military relics) into mothballs.

In topic lessons, a resource table can be made accessible in the centre space of the room. Pupils can move to the table unhindered by furniture.

The cluster arrangement used in many primary schools, groups of tables ringed by pupils, is a great divider of space and is terribly inconvenient for many teaching purposes. It makes it difficult for all pupils to face the teacher at one time, or to face one another, there is no room for a central resource area, and the blocks of tables hinder movement, both for the teacher and the



pupils. The advantages the teacher gains in clear view and movement are lost, along with the advantage of being able to see the pupils without them seeing him. Topic work can be done in a plenary session where pupils discuss their work or even present it in a dramatized form to the rest of the class. The mural system is ideal for any kind of presentation.

In demonstration lessons, where the teacher uses equipment or special resources for a practical demonstration of some sort, and where, quite often, pupils simulate this activity on their own sets of equipment, an adapted mural organisation holds good. Practical rooms should be considerably larger than 7 metres square, providing space between the three sides and the mural arrangement of tables. For such practical lessons pupils can occupy this area, with their equipment on the tables in front of them.

Perhaps the greatest advantage of the mural system is its immediate flexibility. Within it a teacher can switch styles of teaching very rapidly, from telling to listening, from comprehension to discovery, from showing to being shown. The most vehement criticisms of the system have come from teachers of mathematics. Has this something to do with the fact that they do not have many topic, demonstration or discussion lessons, and the fact that they use an overwhelmingly large number of 'layered' lessons?

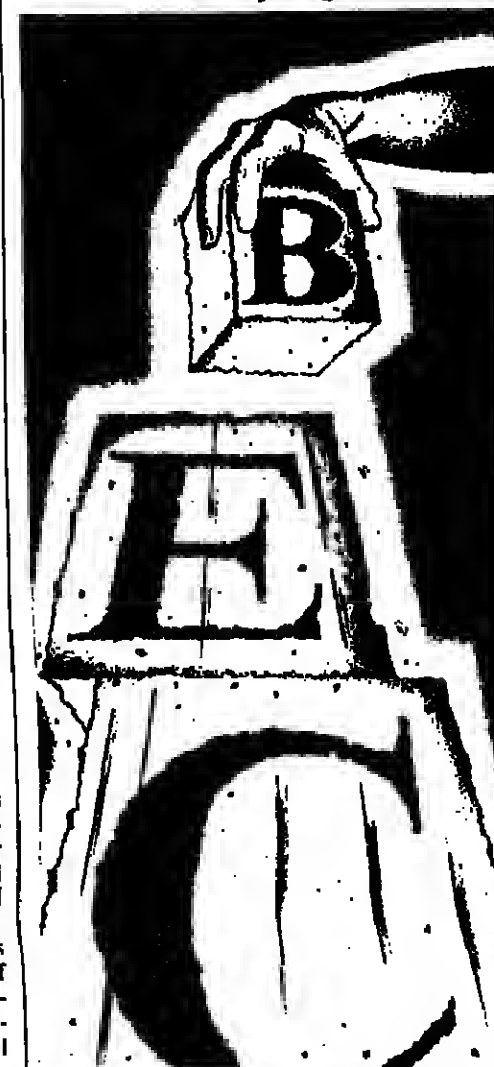
Many recent national surveys such as Cockcroft, the Assessment of Performance Unit and HMI, have suggested that mathematics needs to be far more practical and far more related to individual interests and aptitudes. This is a clear call for more topic work, demonstrations and discussion in mathematics. The best classroom organisation for those is the mural one. It rests on the assumption that all school subjects are discursive, or should be.

Alan Weeks is senior lecturer in education at St Mary's College, London.

FEATURES

Funny business

The national curriculum devised by the Business Education Council has devalued some commercial qualifications Mike Kelly argues.



the sort of practical problems which they might encounter in a business situation.

It may well be true that the stratification of knowledge is so undesirable a feature of the British education system, but the BEC changes have affected only one part of this system. The consequence of removing the "high status" elements from BEC courses is likely to be to lower the status of the courses.

There is some evidence that this is what has happened. Qualifications which were becoming widely recognized as equivalent or even superior to A levels and business studies degrees have been put firmly in their place and the colleges that supply them set back in the "correct" niche in the educational hierarchy.

Some concern has been expressed, by the Institute of Bankers for example, about the effect of the changes on academic standards. Accurate comparison is very difficult but BEC courses contain more modules than there were subjects in the courses they replaced and each module is cross-disciplinary in nature. It is, therefore, inevitable that in those instances where it is possible to compare the standards reached in the old and the new courses in a narrowly defined "subject", the current standard is usually lower. So the bankers have not been prepared to grant the same recognition to the BEC Higher Certificate for exemption from professional examinations as they gave to the old HNC.

This argument about loss of status might be taken further. The foundation of TEC and subsequently of BEC resulted from the Hargrave Report on Technician Courses and Examinations in 1969. The report opened with a six page section defining and analysing the concept of the "technician", who occupies "an intermediate position between the craftsman and the professional man". TEC was set up to provide education appropriate for this group and, although the report does mention the difficulty of applying the concept to business, BEC courses, whose structure has been so deeply influenced by that of TEC's,

are presumably designed to satisfy a similar need.

The concept is reminiscent of the thinking which led to the tripartite system of the 1944 Education Act. The children suitable for secondary technical education have been rediscovered but provision is now being made for them at 16 plus instead of at 11 plus. The arguments which led to the tripartite system being abandoned apply equally to the provision of separate "technician" education at 16. There is no psychological justification for this group. It is based on ideas of social class and the new BEC courses are likely to be seen as second class courses preparing second class people for second class jobs. Student's horizons are being narrowed as they are reconciled to their future subordinate industrial role instead of being widened.

The vocational training aspects of courses are emphasized relative to wider educational aims. The older, subject centred, approach was more suitable for developing the autonomy of the students by building skills and knowledge which could be used in any way that they chose, enabling them to maintain a more detached and critical standpoint from which to view the business world. The subject centred pattern also made transfer of students and comparison of standards between business education and "main stream" education easy. This is now more difficult because, for example, of the incompatibility of BEC National and GCE A level syllabuses.

Many teachers are also unhappy about the way that the traditional subject areas such as law and economics are now treated. They are regarded as sources of information or techniques which can be drawn upon in so far as they are useful for tackling business problems. So, old facts and theories are absorbed in a piecemeal way with little possibility of fitting them into the general framework of a discipline or subjecting them to overall critical analysis. This encourages a superficial treatment which can be misleading.

Resolutions passed at annual congresses of the National Association of Teachers in Further and Higher Education have drawn attention to the new administrative burdens on lecturers. There are other matters which might also give cause for concern. One is the apparent inconsistency of BEC philosophy. BEC guidance appears to veer towards the prevailing educational fashion. The efforts expended on specifying behavioural objectives seemed to have been misdirected when BEC decided that "indicative course content" was better way to describe course details.

To maintain the approval of professional organizations, an end-of-year examination compulsory in every module; a requirement which does not seem to be in accord with the assignment-centred approach - and which is often difficult to implement. It also imposes disproportionate nervous strain because it is not a natural conclusion for the course.

The way detailed aims and objectives are used at general and national level has led to an inflexible system which gives the impression of being designed for close supervision and central control of teachers rather than for the improvement of courses. The necessary regular modification of objectives in the light of experience cannot take place sufficiently quickly and variation of courses from college to college to reflect local conditions is discouraged by the extent of the bureaucratic formalities.

The BEC reorganization is an experiment. But the procedure for evaluating its result has never been properly defined. BEC evaluates itself and introduces whatever modifications it thinks appropriate. Its officers seem to be proud of their flexible and pragmatic attitude, an attitude which often makes it difficult to get a definite answer from them when rule needs stating or a principle clarified. Colleges are encouraged to suggest their own individual approaches. But faced by the avalanche of aims, general objectives, internal objectives, guidelines, policy statements, reviews of standards, which cascade upon them, teachers have become experts at pleasing BEC, at making genuflections to the right idols, going through the right ceremony "pleasing the system".

BEC has failed to mobilize the expertise of lecturers in evaluating and modifying the system constructively because teachers see it having been imposed on them from above a find it difficult to involve themselves in policies whose formulation they cannot influence.

Mike Kelly is senior lecturer in economics at Grimsby College of Technology.

Joan Aiken on the first volume of Rosemary Sutcliff's memoirs

Because her mother was a fireless storyteller and reader-aloud, Rosemary Sutcliff did not learn to read herself until she was nine. This is more readily believable because her mother's reading provided a constant diet of Dickens, Stevenson, Kipling, myths, legends, Bulwer Lytton's *The Last Days of Pompeii*, and Whyte Melville's *The Gladiators*—formative influences, one can see, for much of Sutcliff's own later writing. Whereas all that was produced, to encourage her to lend for herself, was a hook about a Rosy-Faced Family whose Cat sat on a Mint.

Fontana £2.95. 0 00 635923 X.

Fenn's outspoken view of the radical difference between the way religious language works and the way secular tongue work presents a challenge to linguistic theorists as well as to laymen. For if Fenn is right, there



Blue Remembered Hills Is an autobiographical narrative of early life, taking the writer through childhood and up to the age of 30. Told with robust candour and fond photographic memory for detail, especially for outdoor places and gardens, it is an engrossing record of close family relationships, not also of quite unusually adverse conditions and so much overcoma as cheerfully ignored and set on one side. Of her uncountable and undoubtedly painful visits to hospital the author

The onset of war rendered mother and daughter less solitary, for their house became a Home Guard signals post. From this period, and of course also from her father's naval breaknugnd, we can trace a link to the writer's later interest in battles, and the frequent military element in her books. The theme of order, too, and the hero's need to extract himself from a state of servitude or imprisonment, are also present.

Special pages of children's book review
clear and interesting p29-34.

Robin Buss on French cinema at the NFT

...the cinema of 'passé' had not been the cinema of the French silent film, from Méliès to Feuillade to Duvallier and Brell's amazing *Passion du Jeune d'Arc*, recorded some outstanding achievements, though by the late twenties too many directors had fallen to the French passion for literature and were making tedious, but safe adaptations of classics. René Clair had some justification for thinking in 1925 that commercialism was killing the art and, with the coming of sound, Marcel Pagnol was among those who felt that the value of film would lie in its ability to preserve the stage performances of great actors. To a way he was right. The trilogy taken from his plays *Marius*, *Fanny* and *César* were

ne gave mourning a vision of France before the Fifth Republic, in the days before the hypermarket, the motorway, the motorbike, le mobisme and le molière, la bastogne. The galloping materialism of the sixties did not surprisingly, destroy Tat's France but forced it to coexist with the tastes of the new class of *cadres supérieurs*. The cinema, as well as reflecting some of their pretentiousness, caught up at last with our idea of French film as the intellectual's bedtime story and self-consciously produced the New Wave.

Like the New Novel, whose writers it sometimes used (Duras, Robbe-Grillet), it now seems much less homogeneous than it did at that time, when critics were keen to find

Future events will include, in February, a tribute to Georges Franju and in March, to Jean-Pierre Melville which puts his work in the context of French and American



directors who have influenced it. In May, there is a season of the more politically committed films of Chris Marker whose documentary *Le jolani* captured what was going on beneath the glossy surface of French life in the early sixties. Plans for the rest of the year are not fixed, but the whole season, for the British Film Institute's fiftieth anniversary, should provide a marvellous opportunity to rediscover the achievement

of our favourite producer of foreign language films.

Educational Corporate membership of the NFT, through the British Film Institute, costs £20 a year. Most of the films in the remainder of this month's season are likely to be heavily subscribed, but where seats are available a discount is offered for school parties which should be booked through the box office.

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John Stephens

Roy Harris on some new books about language

A welcome feature of Lyons's book is its alertness to the great diversity of the questions which may be asked about what words mean, and its recognition of the fact that many of these questions make very little sense except within the confines of certain, rather narrow academic traditions. It is certainly refreshing to find a semantic theorist looking the trouble to look at how dictionaries are currently used by the general public set at

One strength of Raymond Chapman's newest book *The Language of English Literature* lies in its wealth of quotations, from Shakespeare to Virginia Woolf, brought in to illustrate points in the discussion. Not all will agree with Chapman's assumptions about the likely to cause apoplexy in predictable quar-

she concludes (1) that "continuous change is natural and inevitable" and "language change is to no sense preventable in certain circumstances, be so desirable." The final thought she has in mind is that the English language is in a state of constant change, and that the English reader with its one, worth pondering, are unable to tell us what English will be in a hundred years' time. It may be that languages change in accordance with the needs of the people who speak them, but linguists have so far completely failed to explain this. But at least being clear that the present no known basis for predicting change is an improvement on the theory of William Caxton in the fifteenth century. Caxton thought that changes in the English language were due to the influence of English during his lifetime: were due to the influence of the people.

Sounds bright

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tion and Training has entered the publishing world with these guidelines designed to help teachers identify signs that may indicate potential musical giftedness in children. There are eighteen pages of text, of which six are devoted to suggestions for further reading and references. The highly complex question of giftedness in music occupies just two and a half pages of the remainder and similar space is given to addressing the question "When can we find help?" Dobbs, the former Chairman of the UK Council expresses the hope, in his introduction, that this aim publication will lead teachers to a greater awareness. Let us hope so.

ARTS

Black comedy stuff

Boys from the Blackstuff, BBC1, Tuesdays, usually 9.25pm.

A silence descends on Anfield as Sammy Lee prepares to take a corner. In that moment's hush, a young boy's voice is heard. "I can do that." The crowd roars in delighted recognition at one of its latest hero's catch phrases.

For anyone who happens to have a job, it should perhaps be explained that this new hero is Yossel ("Finding a job is like looking for the Scarlet Pimpernel") Hughes, the central character in *Boys from the Blackstuff* by Alan Bleasdale. This series of five television plays was first shown on BBC2 last October: it is now being repeated on BBC1.

The main characters appeared originally in Bleasdale's one-off play *The Black Stuff* when, as a turn-of-millennium play, they were to a certain extent working in Middlesbrough. In this series, they are back on their home patch, out of work and wrestling with the DISS. The opening episode (shown again last Tuesday) has them struggling for a shady builder who is ironically trying to complete a contract on a new employment exchange. In future episodes we shall see Yossel finally crack and of his mates, Dixie Dean will get dragged into the criminal underworld, Chrissie and Logo (the Black Stuff comic) will be tempted into fraud and be caught, and George will die.

Put like that, it doesn't sound like a lot of laughs. However it is richly comic and as one of its fans, David Sheppard, the Anglican Bishop of Liverpool, said recently on television, "It's about people with great gifts and abilities, being robbed of the chance to use them".



Michael Angelis as Chrissie

That it is so much more than just another liberal-minded, conscience-saving look at unemployment is due to brilliant acting, wonderful direction by Philip Saville (it was made almost entirely on location, using lightweight video cameras) and especially to Bleasdale's passionate, compassionate writing.

A former teacher, he became known for his *Scully* stories which are a sort of Scouse teenage version of *Junet and John*, his successful stage plays. His many scripts for Merseyside's Radio City, and several other School Radio and television plays, following the success of *The Black Stuff*, the BBC commissioned this series of five plays. Future critics will analyse its subtleties and symbolism; its black comedy, despair and gloom. In any period, it would deserve its rave reception.

Some of its present success must be due to the fact that it is a play which has found its time and struck an emotional chord not just on Merseyside, an area Bleasdale feels so strongly for, but in the West Midlands, the North East and even in protected London.

Its author claims to be equally hostile to the left and right. He is more concerned with victims. Nevertheless it is a political play and one can only hope that some brave principal private secretary is telling Mr Tibbitt that he really ought to watch it. If that secretary were really brave, he would tell his ministers to watch it in the Liverpool pub where one viewer recognized Alan Bleasdale. "I like your series. Great. 'Cept that every time I see it, I want to hang myself."

David Self

Monochrome story

Gaskin, BBC2

The difference between the television version of Graham Gaskin's life story and the book version (which was nowhere credited in this production) is ostensibly that between the professional and the amateur approach. Whereas the book amounted to a confused *en de rouer*, the teleplay deployed all the tricks of this most persuasive of media: strong story line, easily identifiable villains and a devastatingly good-looking young actor in the lead role.

Well, that's one way of looking at it, but the anti-simple, patterned life of Graham Gaskin. When he was a few months old his mother committed suicide and his father abandoned him to the care of the social services, who simply didn't know what to do with him. Young Graham was shuttled from an adult mental hospital to various "homes", approved school, borstal and finally prison, being subject along the way to cruelty, neglect, sexual abuse and almost total lack of understanding. Who was to blame? This was the question posed (and firmly answered) by the television version.

Television drama (when it is not of the bland, costume variety) prides itself on its social conscience: on identifying problems, on spotting and cornering villains. In this case, all Gaskin's troubles were directly attributed to the bungling, insensitive bureaucrats in the social services. Admittedly, they were almost always lamentably at fault. But surely I can't be alone in finding the focus of this highly competent production distasteful for both moral and aesthetic reasons?

All very well (I say in my mind) personal for those people in television to cast the first stone against others striving against all the odds to do an impossible job. Can we really hold a local authority agency responsible for the sadness of a

headmaster, the security of the players, or, above all, for his (or, mirroring behaviour of a few, can we really expect such ease to take on the whole world, it for taking to do so? How can we hope that a corporate entity, successful as it may be, can ever be as adult individuals so often failed? It doesn't make sense. But the makers of *Gaskin* their zeal, clearly thought otherwise. There was the picture of the a dignified dilettante misquoting a social crusader.

Television almost immediately judges the real job and the responsibility of those who are pictured human beings and relationships in all their daily complexity. Somewhere in the life was the story of a human being, a man who was such a victim on a few months of motherhood, a rabbi, a grime-pig, and a kind word here and there. What wonderful (and mysterious) could? Wasn't it tragic (and, ger-inducing) that he had to even such basic subtleties beyond the television version. *Gaskin* gave us a monochrome and a desperately sad story. But its colour has been around for a time now?

Sheila Macle

The birds and the pees

The Playbook for kids about sex. By Joani Blank. Pictures by Marcia Quackenbush. Sheba Feminist Publishers £2.00. 0 907179 169

Apologies to children disappointed with their Christmas present. Sheba rushed through publication of this title in December, seeing it as "the ideal gift for any over-5", and here

we are reviewing it in January. Still, there must be birthdays to come, so there is time for adults to decide whether the children in their lives will see this sex workbook as an ideal present.

Sheba's new title, first published in the United States in 1979, is not for libraries. It is a large paperback which children work through, making drawings, filling in blanks, ticking boxes. Throughout it challenges

the reader to speculation or analysis. "Do you masturbate in any of these ways?" "Can you imagine what intercourse feels like?" Sometimes the task is observation. "Draw a picture of your culture/penis." "Draw pictures of your whole body: colour in all the places you like other people to touch." Marcia Quackenbush's line drawings illustrate the choices.

Whether all this seems a good idea to you is partly a matter of taste. As Michael Morrell concludes in a recent article: "One should choose books with which one feels comfortable." It would be easy to point up the heavy-handed or misleading aspects of this playhook-cum-textbook yet for some children, at some stages, it may provide a helpful therapy. My main criticism is that the book glances at rather than hits its target by attempting to do too much for too wide an age-group. The language suggests first school but many of the problems posed are directed to teenagers.

Despite the publisher's puff, the theme here is neither sex nor reproduction by sexuality; the aim is to help the reader explore and understand his/her sexual nature. Blank and Quackenbush have some success in reassuring the pre-pubertal about their physical makeup but little in conveying the nature of sexual encounters. Morrell reminds us that earlier generations believed sex education should be gradual. As a 1924 handbook warned: "It is not good character education to put the market with thrills before they can be assimilated or used to the best advantage." *The Playbook* sets out to tell all but is short on the thrills of sexual excitement which is likened to "Sneezing after your nose has been tickled or peeling after you've had to wait all morning".

Reference: Morrell, Michael. "Sex education books: a sampling of the literature." *Children's literature in education*, Vol. 13, Number 3, 1982.

Peggy Heeks

Chicks and busybodies

Cinderella, Tylor, Puppet Company

Tricorn's "puppet-pantomime" interpretation of Cinderella is a safely conventional entertainment ideal for the Christmas children's theatre season. It is aimed, not unnaturally, at younger audiences, though the relative sophistication of some of the gags suggests that adults too are very welcome to come and enjoy this simple lighthearted show.

In the best pantomime tradition the characters are given no odd assortment of contemporary foibles and preposterous names. *Murblidia* and *Hysteria*, the Ugly Sisters, have become *Ginswegian* and *Lancastrian* busybodies respectively. *Rowan* the cow is a recalcitrant trade union member, and a group of frenzied chickens cluck their way melodiously through "In the Mood" in an inventive and amusing musical interlude. On the whole, though, this version remains close to the original Cinderella story.

Tricorn choose to use pre-recorded dialogue for their performances and this results in a slightly remote and disjointed feel; it also precludes any improvisation by the two puppeteers and must, in front of a large, more vociferous and boisterous young audience, lead to problems of timing. On the miniature stage the scenery shifts imaginatively, albeit disconcertingly slowly: the deft choreography and the cleverly expressive marionettes devised by Kenny Oordner were excellent.

Christopher Denyer

For tour details ring 01-254 7945.

Slippery slide rules

Sociology: Traditional and Radical Perspectives. By Howard J Sherman and James L Wood, adapted for the UK by Peter Hamilton. Harper and Row £5.95. 06 318 190 8.

I think I will begin by illustrating the type of generalization favoured by the "radical" authors of this book. Some radical sociologists tend to acquire and arrange information in goblets, and they quite often insert these goblets unceremoniously into large-scale ideological frameworks. Numerous examples may be given (though not just now - I haven't the space) of the role of political and moral rhetoric in narrowing and skewing the angle of radical vision. Many such sociologists (the proportion can't be stated exactly, but it is doubtless significant) are inclined to divide the world into dichotomous alternatives. If any, of course, he admitted that some of them in theory reject this simple dichotomization of the world, but in practice that is how they usually operate.

My first paragraph illustrates the precise and rigorous style in which Messrs Sherman and Wood go about their propaganda for what they call radical sociology, a term which they say can be used interchangeably with Marxist sociology. This style is based on the astute use of the sliding imputation. The rule is: don't tell the reader who these people are. Continue to indicate in a

general way that there is a clique of sociologists who are really pillars of capitalist society. These people have no vision as to how things might be different, they do not consider revolutions, past or future, and they embrace a purblind specialist viewpoint. They are naively scientific and think it is easy to separate values and ideologies from the objective results of science. Above all they have no sense of history, apart from artistically created narrative, and they ignore the evolutionary sweep of social development.

The odd thing is that the principal sociologists selected to illustrate "traditional" sociology are Max Weber and Talcott Parsons. Even the authors of this book know just how implausible their main contentions are with respect to these two sociologists. Max Weber conducted historical studies on a vast scale. Talcott Parsons studied society in evolutionary and historical perspective. Both of them focussed on crucial revolutions. It is true, of course, that Weber was something of a pessimist and thought that bureaucracy would be a well-nigh universal characteristic of developed modern society. On the other hand, Talcott Parsons was an optimist who by no means foreclosed on the future.

What the authors of this volume are trying to do is to provide an updated version of C Wright Mills' "The Sociological Imagination". To do this they have to construct a thoroughly distorted figure called the "traditional sociologist" and

then contrast his viewpoint with their own dialectical, historical, panoptic approach. There are people, sure enough, who think that it is not too difficult to avoid values and ideology, who have no breadth in cultural space or depth in historical time, but it is quite impossible to lump them along with a straw man called "the traditional sociologist".

I must say that the vantage historical perspective as illustrated here is incredibly thin, especially in dealing with the history of socialism and the Soviet Union. On the other hand, the book is clearly written, in the sense that everyone can follow it. But to be clearly written is not the same as to be clearly thought out. The slippery slide allows all the crucial questions to be avoided, as for example, what exactly it is they mean when they claim they "view society from the position of oppressed groups in society, such as the poor, the unemployed, manual workers, blacks and other ethnic minorities, and women". The implications of this for a philosophy of social science are immense. Indeed ludicrous, but so far as our authors are concerned, it is just a noble stance, a sort of signal of virtue. It reduces the complicated task of elucidating the structures of social life to a kind of easy rhetoric, eked out with illustrative cartoons, and useful stereotypes - like "traditional" and "radical" sociology.

David Martin

Now that it is becoming accepted that ancient literature may be respectably studied without knowledge of the ancient languages, books are starting to proliferate to support the new approach. Cambridge University Press have just published a magnificent volume by Michael Craw-

ford and David Whitehead, *Ancient and Classical Greece: A Selection of Ancient Sources in Translation* (£35.00 and £12.50). The authors seek to represent the history, institutions, society and economy of the Greek World from 750 to 338 ac, giving detailed commentaries on

each piece of writing, together with chronological tables and maps. For those with more modest requirements, Michael Grant's *Greek Literature: An Anthology* is available from Penguin at £2.95. This useful volume of translations spans drama and poetry, history and philosophy.



From 1887 to 1919, Mr F H Wright, headmaster of Bugbrooke School used letters written as homework by his pupils as the basis for a weekly village newsletter; his original and imaginative approaches to education included early wireless experiments, as the above photo recalls. His work is chronicled in *And The King Passed By*, a typescript booklet edited by Heather Toynbee (available at 50p from Barry Road Teachers Centre, Northampton).

Literary voyage

The Eng Lit Kit. By Digory Tweedcroft. Ginn Press £4.50. 9508139 1 5.

Professor Digory Tweedcroft has set out to do for English literature what Messrs Sellar and Yeatman did for English history. As he writes so succinctly, "Previous literary histories have generally been unsatisfactory - floundering between the Scylla of pedantry and the Charybdis of inaccuracy". Yet is his own voyage on this over-charted sea any more successful?

We must first appreciate that the professor is impatient of any boring Neolithic preoccupation with texts. Not for him the narrow constraints of relevance and scrutiny; his is no common pursuit. Indeed, for Professor Tweedcroft background is all. Thus his explication of Restoration drama is made through a rarely quoted passage from Samuel Pepys's *Diary* (so often confused by callow students with the more famous

Diary) in which the diarist describes a visit to Wychrevage's neglected masterpiece, *The Plain way to a Wife of Mode*. Similarly the lyrical ballads of a later age are made plain by hitherto unpublished excerpts from Dorothy Wordsworth's diary in which she reveals how Coleridge induced a willing suspension of disbelief in herself and her brother with the help of certain substances grown in the vegetable garden of Dove Cottage.

Professor Tweedcroft is never afraid to venture a bad joke or a brave opinion. There will, for example, be those who dispute his view (and I quote his elegant turn of phrase) that "by 1918, poetry was knackered". However he may rest assured that the attacks he will undoubtedly suffer, be they in public or in the privacy of the T.S., are simply the work of colleagues jealous of his breath-taking generalities.

David Self

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EXTRA

School rules

School's OK. Starles selected by Josie Karavassil.
Evans £4.95. 237 45653 2.

Three grinning teenagers as a cover illustration plus a positive title is a welcome change in today's relatively depressed school story genre. But the ten stories included here do not represent any significant return to the idea of school as Garden of Eden, with the hissing teacher or a serpentine bully threatening a paradise of tuck shops and classroom japes. Rather, they suggest a range of emotions and atmospheres, and pupils reading them - as they surely will, given the chance - will be bound to recognize much from their own lives at school. The only false note is the never-filling ability of these fictional children to express their feelings clearly, even when the most inarticulate pupils are involved. If modern school stories have travelled far from Frank Richards and P.G. Wodehouse, they have still to arrive at Pinterland, even though many real adolescents have been living there for years.

The best story is by Robert Westall, involving a sparsely-employed school leaver travelling back via a time dream to the even more depressed nineteenth thirties. Those who accuse this particular author of going over the top in his fiction should remember he is also a

careers teacher in the North East of England; hardly a position to inspire optimism in or out of print. But a characteristically witty story by Jan Mark is also at hand to cheer everyone up, since it deals with falling in love - a process not so far in any state of recession, since it features in other stories as well. Two more contributions focus on racial prejudice but without preaching, making their points before the actual colour of the main characters becomes any sort of issue. Lastly, Gene Kemp comes in with a variation on the eternal relationship between the bully and the bullied, pictured here as one of mutual dependence, although there must also be victims who simply hate their tormentors in the most uncomplicated way, and could wish for nothing better than their final disappearance from the scene.

Each writer has added a short piece about themselves after their stories (and in one case, a fairly disastrous poem). Yet none has taken the opportunity to mention other books they have sometimes written around the theme of school. This is a pity, since it would have given readers a chance to follow up at greater length elsewhere any particular author they may have got to like in this present volume.

Nicholas Tucker

Horse's mouth

War Horse. By Michael Morpurgo.
Kaye and Ward £4.95. 0 7182 3970 9

A good book can always stand on its own. So it is perhaps a little unfair of me to saddle Michael Morpurgo's with the label "The Black Beauty of the Great War." Yet that describes it perfectly.

In the summer of 1914 Joey, a handsome half-bred colt on a Devon farm, is being schooled by the farmer's son, Albert, as both a riding and a plough-horse. Youth and horse understand each other, so when his father tells Joey to the cavalry at the outbreak of war, Albert swears to get Joey back by hook or by crook.

Joey learns the discipline of being a cavalry horse, goes to France with his new rider, Captain Nicholls, and is plunged into the horrors of the battlefield. Nicholls is killed in a cavalry charge. Joey and his friend, Tophorn, a black stallion, are captured by the Germans and, harnessed to an ambulance, bring loads of wounded from the front. Then they are yoked with other horses to a heavy gun and toil in the middle

of the shelling. Tophorn dies of overwork and disease, and during a lull in battle, Joey escapes into No Man's Land. There, with a damaged leg, he is coveted by both sides; the firing stops, and a German and a Welshman, briefly united, toss a coin for possession of the horse. The Welshman wins. Joey returns to the British lines and is reunited with Albert, who is now a soldier.

In the tradition of *Black Beauty*, Joey tells his own story, but his - or his author's - style is quite different from that of Annis Sowell's Victorian hero. As he showed in his collection of stories *The White Horse of Zennor*, Michael Morpurgo avoids with dexterity the pitfalls of sentimentality and super-charged emotion. *War Horse* was a fancied runner in the Whitbread Children's Books Stakes, but got beaten just before reaching the post. The race is not always to the swift, however, and it seems likely that Joey's misadventures horse's eye view of the 1914-18 holocaust may remain a favourite long after other runners and winners have been retired.

Fred Urquhart

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Beauty and beast

Neil Philip on fairy tales

Sleeping Beauty and other Favourite Fairy Tales. Chosen and translated by Angela Carter. Illustrated by Michael Foreman.
Collins £6.95. 0 575 03194 8.
Perrault's Complete Fairy Tales. Translated by A.E. Johnson and others. Illustrated by W. Heath Robinson.
Kestrel £5.95. 0 7226 5268 2.
Favourite Fairy Tales. Edited by Jennifer Melbert.
Granada £5.95. 0 246 11881 4.

In 1979 Angela Carter published a series of acidly brilliant variations on classic fairy tales, *The Bloody Chamber*. The originals she so chillingly explored are translated in *Sleeping Beauty and other Favourite Fairy Tales* in a coolly ironic, brisk edge prose which resonates to those darker fictions, while at the same time remaining faithful to her often maligned originals. Ten of the tales are by Charles Perrault; Angela Carter's translations have already appeared as *The Fairy Tales of Charles Perrault* (Collins, 1977), with eerie haunting etchings by Martin Ware. The two tales added in this edition are by a later writer influenced by Perrault, Madame Leprince de Beaumont.

It is her "Beauty and the Beast" which forms the basis of most later retellings, and the subtext of Carter's "The Courtship of Mr Lyon" and "The Tiger's Bride". In an afterword, Angela Carter notes the introduction in Mme de Beaumont's work of a novelistic element foreign to Perrault, whose tales, despite their rhymed moral endings and seventeenth century court trappings, retain the simplicity of their oral ancestry. That simplicity was to be betrayed by later writers, displaced by the empty, ornate verbosity of the *Cabinet des Fées*. But the literary elements provided by Mme de Beaumont for her best-known tale are, as Carter notes, subtle teasing out of the implicit emotions of the story rather than mere embellishments. If any translation can persuade us to read "Beauty and the Beast" afresh as a short story, forgetting both the more earthy appeal of best-marriage folktales such as the English "The Small-Tooth Dog" (in Addy's *Household Tales*) and the artificial curricula of later retellers, it is Angela Carter's.

The same is true of her crisp, perfectly balanced Perrault translations. There is real wit, to be relished at each re-reading, in lines such as this, when Puss-in-Boots reaches the ogre's castle: "The ogre made him as welcome as an ogre can." The words are concise but treacherous: leading us up to predictable paths then dropping us into unseen pits. Ware's etchings perfectly caught this aspect of the translations, making

ing *The Fairy Tales of Charles Perrault*, perhaps, an adult book. Michael Foreman's illustrations in this edition, some in black and white but mostly in his familiar brightly-coloured air-brush style, are less concerned to dig beneath the surface. There are subtleties - Sleeping Beauty as a landscape across which the Prince rides; a castle entrance as a threatening face, with the portcullis its bared teeth - but they are of a different order to Ware's image of disquiet. The result is very fine in its way, and a fitting companion to Foreman's Andersen, Grimm and Old Testament illustrations. Carter and Foreman won the Kurt Mascher Award for balance between text and illustration with this book.

The Kostrel Perrault's *Complete Fairy Tales* contains rather stiffer but adequate translations mostly by A.E. Johnson, with black and white illustrations by W. Heath Robinson. Like the Carter/Foreman volume it adds "Beauty and the Beast" to the Perrault corpus, and throws in two stories by Madame d'Aulnoy for good measure, "The Friendly Frog" and "Princess Rosette". It is an acceptable edition, but it has flaws, notably the blurring of the two central issues in "Donk-

ey-Skin" by an unnecessarily coy translator.

Jennifer Mulherry's *Favourite Fairy Tales*, offering archaic versions of the eight stories in Perrault's *Contes ou Contes du Temps Passé* with different sets of mostly nineteenth-century illustrations to each tale, is an altogether less happy production. The translations are faithful enough, if bland; the pictures are well chosen, if irritatingly arranged on the page at arbitrary angles to the text. But the book nevertheless represents a badly missed opportunity. If each tale is to be prefaced by a mini-essay, could not the editor have brought herself to include just one or two pieces of hard information alongside her generalized statements about how widespread this or that tale is? Instead we have a pallid imitation of Iona and Peter Opie's *The Classic Fairy Tales* without the research to justify the format. The confusion of motive is made evident by the quotation on the back jacket of Samber's 1729 translation of "Little Red Riding Hood", together with some information culled from the Opies, but the printing in the text of a quite different version. The Carter and Opie books together make this one redundant.



Michael Foreman's ugly sisters prepare for the ball

Homily to pop-up

Mirth Without Mischief, an introduction to the Parker Collection of early children's books and games. By Niky Rathbone.
West Midland Branch of the Library Association Occasional Pamphlet No. 2
Birmingham Reference Library, B3 3HQ £3.20. 0 85365 815 3

English public libraries are not always the most hospitable resting places for collections of early children's books and Birmingham is to be congratulated for the care which it has given to the Parker Collection, and for a continuing readiness

to build up its holdings. Something of the riches of the collection can be glimpsed in this discursive account of it, with Niky Rathbone guiding the reader systematically through the resources, from Calvinist homilies to modern pop-up books. She is alert to that special feature of the historical children's books - the frequent manifestation of old morals in new guises - but it is unfortunate that a pamphlet sponsored by a group of librarians should have several bibliographical errors in it and should be printed in rather a graceless fashion.

Brian Alderson

Continued from previous page
those illustrated by Michael Hague (Methuen £7.95 0 416 20620 4), Henry Hargreaves (Armada £1.25 0 00 692096 9) and John Burningham (Kestrel £7.95 0 7226 5746 3); also the abridgement by Barbara Sleigh, illustrated by Philip Mendon (Hodder £4.95 0 340 28573 7), and the unillustrated *World's Classics* edition, introduced by Peter Green (Oxford University Press £1.50 0 19 281640 3). The best illustrated edition is that done by Shopard in plain line (£4.50 0 416 39360 8).

Excerpts from the book are: *The River Bank*, illustrated by Adrienne Adams (Methuen £3.60 0 416 87090 7) paperback £1.10 0 416 342701 *Wynfathers All and Mole's*

Christmas both illustrated by Beverley Gooding (Methuen £3.95 each. 0 416 89810 6 and 0 416 25430 6) *Ton's Tale* illustrated by E.H. Shepard (Methuen £3.95 0 416 24880 2).

A working-class gloss on the events of the tale has been given by Baxter Farret and set down by Jan Needle in *Wild Wood* (Andre Deutsch £5.95 0 233 97346 X). No publisher so far seems to have contemplated a picture-book version of Grahame's gorgeous little tale *Bertie's Escapade* - but that is perhaps just as well, since here too, Ernest Shepard has produced unsurpassable illustrations (Methuen hardback £3.50 0 416 57950 7; paperback 85p 0 416 89760 6).

Risks and tactics

Jill Paton Walsh on Peter Carter's new novel

The Children of The Book. By Peter Carter.
Oxford University Press £6.95.

The Siege of Vienna by the Turks, in 1683, is the subject of Peter Carter's ambitious and scintillating new novel. Under the languid leadership of Sultan Mehmet the fourth, and the driving ambition of Grand Vizier Kara Mustafa, the Ottoman armies struck into the heartlands of Christian Europe, threatening western civilization as they had not done since Charlemagne turned them back from the marches of southern France. The book is published at the dawn of the three hundredth anniversary of the events it describes, an accident which gives focus to wondering how different Europe would have been had Vienna fallen.

It did not fall. An improbable, self-interested, lumbering alliance saved it. The Hapsburg Emperor's own army, kept intact by judicious withdrawal, and the superb Polish cavalry led by John Sobieski, and a handful of others, assembling just in time, together with superb defence - walls, moats, bastions, saved it, and Europe at its back.

Although the narration is full of great leaders in council, military men discussing risks and tactics, urgent embassies and galloping dispatch riders, Peter Carter fixes our attention on the human scale. We are shown three ordinary young people swept up in the conflict: Stephan Zahruski, marching to win with his father from a remote first-hand steeped in piggyish ignorance, learning the world, and being promised a lovely bride as he went; Timur Ven, young Janissary, full of lust for battle and glory, learning nothing from the worldly wise, hate wary older men among whom he serves but acquiring a spiritual solace, and lastly Anna Vogel, baker's daughter, living within a quarter of a mile of the terrible slaughter in the moat of the City, full in the path of the heathen horde.

In a brilliant balancing trick the author shows us fully enough of the brutality of the Poles to their serfs to weigh against the systematic cruelty of the Turks to their enemies and to each other; fully enough of the glory, discipline and spiritual rigour of alien and unfamiliar Islam to weigh against our instinctive sympathy with the Christian side, and as the tale reaches its climax, manages to make us care more deeply for the fate of the two cullow, terrifying young men outside the walls, than for the escape of Anna, wise, womanly, virtuous, and comfortable.

This is achieved using a narrative method that can be thought of as mosaic - the author shows us, one after another, small brilliant scraps of story, which little by little coalesce in our field of vision to make up a shining whole. Each vignette in turn is in perfect focus, each with its own background fully envisaged: smeltches of lightning, flickering campfire, the twang of bowstrings, the gossip and rumour and hardship of the beleaguered city are all clearly shown us; and little by little a very large cast of fully convincing human beings too, all moving towards collision with each other and destiny on the battle field.

Unfortunately, for all its merits as a way of showing simultaneous but separate events, the mosaic method has a characteristic defect. The narrative thread is continuously broken, the reader's attention no sooner engaged than diverted, and the book is very far advanced before we have accumulated enough knowledge of each separate character to sustain interest in him or her while they disappear and reappear, giving way to pieces in each other's story. Combined with the unavoidable strangeness of foreign names and offices, places long ago and far away, this presents the reader with an obstacle course of some difficulty at the opening and, irresistible as it becomes, this is a hard book to get into. It is also, however, a book which deeply rewards the effort it asks of its readers.

Playground copyright

Edward Blishen on rhymes

In his newly published autobiography, the poet Ted Walker proclaims himself a Benoitite; and says that in any group of educated strangers he finds another Benoitite as easy to recognise as a Levisite. I guess the ribald strand of comedy that Benoit represents has long been vigorous, sometimes at quite refined moments, to English verse. (Chaucer was premature Benoitite: Discuss.) The question is sometimes find myself asking is about the effect of taking this boisterous ingredient of the local imagination into the official embrace.

A churlish approach to Mike Rosen and Susanna Steele's collection of playground rhymes, *Inky Pinky Ponky* Granada £5.95. Its good to have the texts (recklessly indefinite, of necessity) of "I had a little brother His name was Tiny Tim" and "Tell tale it" and "Granny's in the kitchen" and 40 or so more. It's splendid to have them illustrated by Dan Jones, whose renderings are definitive: "Adam and Eve" in the Garden of Eden / Admiring the Beauties of Nature" are precisely as a playground unadorned might imagine them: Paradise being a sort of vegetable staffroom, stuffed with butterflies and brussels sprouts, and Adam wearing the unmistakable moustaches, authentic spectacles and surreptitious nakedness of Mr Smith, form master of IIB. A gorgeous book, I wonder what I'd have felt if it had fallen into my hands c. 1928. Alongside pleasure (and, of course, wild

astonishment), might there have been some feeling that... the coarse copyright of the playground had been infringed?

Certainly, knockabout has elbowed itself to the centre of the scene; and the appearance in hardback of Kaye Webb's collection of poems chosen by children for children, *I Like this Poem* (Kestrel £5.95), reminds us that the taste for what the editor calls "the jokey" is real and deep. Of the four most popular poets, two are comic: A.A. Milne and Spike Milligan. (The others are Robert Louis Stevenson and Walter de la Mare.) A book to which as a compass, for its reminding, for example, that 11 and 12-year-olds are "more into feelings, luddite meanings and beautiful phrases". Meanwhile, here's Richard Digance with *Another Animal Alphabet* (Michael Joseph £4.95): a hit-and-miss Benoitite who sometimes goes on a little too long. But perhaps to miss as well as to hit is indispensable to the creation of a general response of delighted groans. At his best he is authentically funny; which is to say, inexplicably so. As in his account of the earwig sitting on the grass in the observatory: "Earwig-O, Earwig-O, every time we turn-O, / The Mount-tains shake, / The valleys quake, / The earth begins to rumble, / Every time we jump around the earth splits in two, / Just think if we were Hippos all the damage we could do."

Mythgivings

Moorstones. By Adrian Cole.
Spindlewood £5.95. 0 407349 30 7.
The Maps of Time. By Peter Hunt.
Julia MacRae Books £5.95.
0 86203 119 2.
The Gift of Untal. By Joak Smith.
Julia MacRae Books £5.95.
0 86203 101 X.

"Somewhere, up on the tors, evil stirs its roots. In each of these fantastic, grimy landscapes, embodying elemental strife, entraps a boy who stumbles through a time warp and finds himself endowed with ancestral powers. For centuries, menhirs, dolmens and cromlechs have lain in wait. Disused railways are also haunted. But, in literature as in life, waiting forces are easier to unleash than to direct. The spirits of the earth are more readily evoked than interpreted. Supernatural complications may be hinted at, but never explained. So, as storms rage, mists swirl and blood runs cold, plots thicken to the point of impenetrability, and stories tend to sink under an overflow of earnestness. What now? What next? What for? wonders the disoriented reader. Often the necromantic authors cannot tell.

The reign of Chaos and old Night is only fitfully illuminated, in Adrian Cole's *Moorstones*, by Stuart Littlejohn's line-drawings and Richard Wood's map of Dartmoor. Over the familiar hazards of charred territory - quarries, rivers, a reservoir and all - a spectral realm of dragons and hummers, locked in combat of ancient origin and dubious outcome. Some-

how the land must be saved by young Kevin (struck dumb by a trauma in infancy) and by Aaron, an ageless stranger who is intermittently blind. Together they struggle over the bleak terrain to face the foe whose slithering onslaughts are prompted by Aaron's sister, roused in her turn to fratricidal fury by thwarted incestuous ambition: a murky motive which could, without loss, have been kept permanently dark.

From the primordial guilt, monstrous apparitions and fevered atmospheres of South Devon, we may turn for respite to some relatively lumbard time-travelling in the Black Mountains. Peter Hunt's youth group, a party of practical, down-to-earth, laconic teenagers, led by a curate, "The Cruel", are busy camping, cycling, riding, canoeing and fishing, while 11-year-old Sam peruses *The Maps of Time* which he has bought in a second-hand book-shop. They date from 1800. One by one, industrial areas developed since then are mysteriously eliminated. Amid rising panic, news bulletins announce the disappearance of what Sam calls "all the slums and the nasty bits." The valley itself is transformed, restored to the inhabitants of a bygone age, whose passion for "purity" is ominously linked with Sam's slum clearance.

The narration is deliberately oblique and there are gaps where one might reasonably hope for a connecting thread. A dry cryptic itemizing style, which sets the scene with deadpan observations and fills heads with no-nonsense thoughts, proves

too brittle to sustain much emotion: "The eyes bored into Sam's brain, black and hate and fear and Sam's tongue dried and he saw in his brain the storm and the pass. Mesmerized."

Character prevails over cartography in Joan Smith's novel: the spell cast by the Stones of Carnac makes psychological sense. Camping with his family in Brittany, Jacob persistently rejects his stepmother's friendly overtures out of loyalty to the memory of his dead mother. Following a visit to the tomb of a Neolithic warrior, Cub is singled out for "The Gift of Untal": a mixed blessing that confers uncharacteristic physical prowess, aggression, and irresistible competitive urge. These new distinctions threaten to wreck Cub's existing relationships, to the dismay of his amiable elder sister who is confined to cheerful exhibitionistic role-playing. The malign influence of the pagan chief is finally whirled off at the shrine of St Anne, where Cub's symbolic deliverance by the mother of the Virgin affirms the pre-eminence of a nice nurturing homely matriarchal faith over the diabolical alien sun-worshipping machismo to which a boy might otherwise fall prey.

Incidentally, linguists may be gripped to note that the Stone Age messages are transcribed here a lot more convincingly than French conversation: a clear case for editorial intervention, if not divine vengeance.

Marion Glastonbury



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EXTRA

Flights of fancy

The Witch, the Carpet and the Boombash, by Janet Smith. Kestrel Books £4.95.
A Bad Spell for the Worst Witch. By Jill Murphy. Kestrel Books £4.50.

Witches are a gift for modern authors. Women who can fly and have magic at their disposal are a strong image in any adventure story. Their evil reputation, say feminists, is a patriarchal device for repressing early liberated females; but really nice witches are still hard to find in story books. Authors tend to make them crabbly and at the very least unpredictable.

Ms Smith's witch is both of these and absent-minded as well. She tends to get her spells mixed up with her Creative Cookery recipes and accidentally sends her magic carpet - with the latest "huilt-in" speech circuits - into the twentieth century where he embarks Melnie, Charlie and Tiger in their clash of wills. Ms Smith has no inhibitions about historical or even pre-historical accuracy. She moves effortlessly from one time to another, from one genre to another and through seemingly incompatible images.

During the course of their adventure

our heroes meet dinosaurs on training programmes, dial-a-spell-phones and Boombashes - a charm which takes them back in time. But only adults will balk at this spicy dish. Children will willingly and breathlessly follow her flights of fancy. The pace is fast but they'll gleefully stick with her.

A Bad Spell for the Worst Witch could do with a little more of this spice. Ms Murphy's second Worst Witch book, it is based on a wonderful idea - an academy for young witches where Mildred Hubble and her friends Maud and Enid learn their craft. But the style and the storyline is essentially English public school all-gets-together. Mildred is the unacademic heroine with her heart in the right place; Ethel is the school creep; Niss Hordhroom is the severe teacher who applauds Ethel and harrows Mildred; Miss Cackle is the too-soft headmistress. The difference, of course, is that they are all witches and, instead of making opple-ple beds, they turn each other into frogs; the clippers in which Mildred is a frog are the best in the book. But the stories need a pinch more imagination really to take off.

Carolyn O'Grady

Continued from previous page

ways fairly close to those of the young Jamie Brown. If the story line is fiction, the excitement of banking, and speeding along the track, the thrill of winning, the onrush of losing, the dedication that sometimes requires him to stay up most of the night repairing and cleaning his bike are all real enough. Neil's enthusiasm is such that even the dedicated bike-hater begins to find the most technical information about his Ducati fascinating.

Jamie Brown is enjoying his new role. Since the publication of Superbike he has visited many schools and been spurred by the response of readers and listeners to extracts to try his hand again. He is delighted by questions which demonstrate a fascination with the story and characters; readers of his adult books tend to be more self-aware, the

products - like himself - of university literature courses which he regards as too clinical, too analytical. He prefers the straightforward communication, the sharing of emotions which he has found among groups of children. No doubt they will be looking forward to his next book, which is likely to be about a young newspaper editor who goes against his town and rocks the whole community or possibly about a girl who discovers motorized hang-gliding.

Jamie Brown is an amiable, anglophile, Montreal-sophisticate. It is hard to believe his description of his ancestors (who can be traced all the way back to England) as "a fine old family of rebels and half-riders". The relaxing of a challenge, even of danger, is still there though, in his choice of subjects.

Superbike is published by Heinemann at £4.95.

The following list of "extras" are planned for 1983

Jan

February

March

April

May

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July

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Nov

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Battle-hard

Beowulf. A Version by Kevin Crossley-Holland. Illustrated by Charles Keeping. Oxford University Press £4.50. 0 19 274770 0

It was the opinion of Brother Copas, the eponymous hero of Quiller-Couch's novel of 1911, and of Q himself, that Beowulf is "no rugged national epic at all, but a blown-out bag of bookishness". Fortunately for most of us, the original Old English text has attracted the active enthusiasm not only of the pure scholar but also of poets from William Morris in the 1890s to David Wright with his splendidly resonant prose translation first published in 1957.

Yet another poet, Kevin Crossley-Holland, with his existing translation of 1968, together with his work on *The Battle of Maldon* and the riddles from *The Exeter Book*, comes well-equipped for the daunting task of boiling down 3,200 lines of verse to a prose text of something around 8,000 words and aimed at the younger reader. The result, combined with Charles Keeping's continuously suggestive, sometimes steely, sometimes spidery black and white illustrations, is a triumph.

Crossley-Holland has arranged the narrative in half-a-dozen sections, rather in the manner of Ted Hughes, who described his *The Iron Man*, helpfully, as "A Story in Five Nights". Similarly, this version of Beowulf is ideal for reading aloud, and the alliteration - nicely judged and great fun to speak - accompanies the story like a discreetly well-played set of tympani: "One man climbed on to another's shoulders, just under the great door, and by guttering candlelight secured Grendel's grasp, blood-stained and battle-hardened, under the gable."

The tale, at befits its nature and origin, fairly drips with blood, violence and such moments of grey comedy rendered here as "there is honour amongst monsters as there is honour amongst men" are rare. Nevertheless, so skillfully is this great poem presented in truncated form that little or nothing is lost of its powerful affirmation of how gloriously mortal man may act, or of what the human spirit is capable, even when bereft of hope. Re-reading this heroic epic, it seems to me more than ever a tract for the times than when it was first composed a thousand years ago.

This brings me to two complaints. The names of many of the characters in the drama are, to the non



from Keeping's Beowulf

Anglo-Saxon scholar, of such jaw-cracking construction that a guide to their pronunciation would be welcome. More importantly: absolutely no indication is given (particularly to the reader who comes across this magnificent story for the first time) that it is anything other than an original piece of work by Crossley-Holland. This breaks, surely, one of the most sacred of educational precepts: *Feed the Lamb. Q, I'm fairly certain, would at least agree with that.*

Charles Causley

Sweet and sour

Given the quality of picture books nowadays, it is surprising when the limited texts reveal less thought and care. But Rato by Peter Spier (Collins £3.50) has no text at all. It is a generous talkabout book in pencil and watercolour. It traces two children from the start of a downpour, into their boots and off for a walk - with plenty of canoes, cats under fornic, glistering spiders' webs, overflowing gutters, hot baths and lights out. It is neither twee nor overworked and should provide a sensible bedtime chat.

Enid Lloyd does much the same in *Night's Bedtime* (Bodley Head £3.50), but on a smaller scale. There is a minimal text, though the wax pasted pictures all look somewhat blurry; but of all the many bedtime-ritual books, this one presents a black child and her family and it is welcome for that. Battered in the Bath by Peter Pavey (Hamish Hamilton £4.50) follows a ritual of a different kind and is aimed at more sophisticated tastes. This book traces strange metamorphoses of bathtime ducks into frogs. Their heads are transformed into lions, pigs, cats, elephants and spectral monsters. The bathwater becomes a primeval jungle. No doubt Mr Pavey's ancestors are Messrs Lewis Carroll and Jung. The book has a frightening, belatedly - a rather repulsive charm.

A very early reader - and innocuous text - is Judy Taylor's *Sophie and Jack*, illustrated by Susan Gantner (Bodley Head £3.95). Ms Taylor's text is just 70 words long - but ably chosen it complements well the simple illustrations about Hippopotamuses "hide-and-seek; Home-Sweet-Home; Bodley-Head (4.50) by Maureen Rodley is more adventurous in style. There are out-look books for each animal's house; it looks like a cut through the door of the house; turn over the page, and you find it's a dog with the cat looking grumpily in. This is a witty,

original book and is bound to prove popular with a beginner. Both pictures and text are clear and bold.

As for standard early readers, Bodley Head and World's Work provide similar types of fare. Roughly 60 pages long, "Bodley Beginners" and "I Can Read" books are often usefully split into chapters. Print is well spaced and content is simple - although it is a pity that "a" and "g" never look like anything written by hand. "I Can Read" have produced two elephant books, of which Arnold Lobel's *Uncle Elephant* (World's Work £4.50) is undoubtedly the best. It's a whimsical tale of a kindly uncle who comes to look after a lonely young girl. The Leo and Emily books by Franz Brandenburg (Bodley Head £3.25-£3.75) are quirky and entertaining. Mostly written as conversation, they tell of Leo's original schemes for making money or collecting magic. Both series use two-colour illustrations and both are most successful when limited action is concentrated into short, sharp lines.

Illustrations, animals remain the major source of inspiration. *Who Sank the Boat?* by Pamela Allen (Hamish Hamilton £4.75) is bound to be highly popular. "A cow, a donkey, a sheep, a pig and a tiny little mouse" cram one by one into the boat. There follows the ritual last straw routine: as the small boat's timbers sink slowly down. The grotesque illustrations are hilarious - the cow with udders all jangle in agonies of anticipation.

Long Neck and Thunderfoot by Helen Piers and Michael Foreman (Kestrel £5.25) adopts the fashionable trend of terrifying monsters. Each of these creatures is frightened off by the other: A fine idea for the many children obsessed by dinosaurs; its wishy-washy pictures are witty in spite of the murky blues and greens that predominate. But the text is not especially defined. It

tends to lose direction. One book that certainly lost direction is Babette Cole's *Beware of the Vet* (Hamish Hamilton £4.75). Clearly Miss Cole has an almost Thelwellian knack of alighting animals and people. Her pictures are splendidly crammed with energy, anarchy, ragns supreme. But again the text is clumsily conceived. It tells of a vet who takes the wrong tablets and ends up growing horns. Where the pictures are witty, the words obtrude as plodding, excessive and confused.

The same could be said of Brian Wildsmith's *Bear's Adventures* (Oxford £2.50 softcover). This is predictable fare. A bear in a balloon comes down in a city and meets all sorts of extraordinary people before he escapes to the mountainside. In his usual didactic, colourful style, Mr Wildsmith creates gorgeous pages of baroque: a fancy dress carnival, a bear on a motorcycle (the cyclist dressed like a marzipan whirl), a jazz group playing a wild fandango. The intention is clear. The text is merely a stage for the patterns of ravishing blinks. The effect is that of the wordless *Circus*, which the author produced over 10 years ago.

Back among the innocents, Judith Causley has illustrated the Garden of Eden (Abelard £4.95). A lavish spectacular, this garden is quite as exotic as anyone could wish. Steek black panthers lie down with the rabbit; dazzling flowers and gaudy birds create an exquisite mosaic. The text is a simple adaptation of Genesis. This is a lovely book indeed. And if it is too rich for some child's palate, the stickle, cartoon-faced St Francis will appeal to Row St Francis Tamed the Wolf (Bodley Head £4.50). No sophisticated here. The scrappy long-legged wolf would be at home in the pages of *Beano*. But on its own terms the story works well, with a clear text, clearly told.

Peter Fanning

RESOURCES

One-eyed magician?

Pat Porter on "Cyclops"

"It's magic", or "Ooooh", were typical initial responses from children when first introduced to Cyclops. As a teacher I shared these feelings but being older and wiser I took me some time to overcome my inhibitions about this seemingly complex equipment whereas the children took to it immediately.

Cyclops, so named because in its initial development there was one

ground can create teaching programmes. The finished product, text and sound, is stored on an ordinary audiocassette and can be replayed at any time. It also has a light pen facility which allows children to interact with the programme by writing on the screen and these responses can be recorded.

There are two main ways in which programmes can be made: "the main studio" and "the mini studio". The main studio uses a microcomputer to store information created in various ways. Pictures and text can be made using the sketch mode, the video mode, a graphics pack or by typing on a keyboard. There are facilities for using six colours as well as black and white. Visuals created can then be edited together to form a storyboard effect and with the addition of a commentary the teaching programme is complete. After a few training sessions on how to use the main studio it became quite easy to create quite complex programmes with no technical knowledge. The main studio is at present based at the OU.

The mini studio is the equipment used in the classroom. It consists of a television, a keyboard, light pen, tape recorder and Cyclops box. Tapes made in the main studio can be replayed on the mini studio. Simple programmes can also be made though it does not have the full range of the main studio. These programmes can be created very

quickly. The combination of sketch and text allows line drawings, written script and typed script to be used together.

To create the drawings you set the tape recorder recording levels and then draw directly on the screen with the light pen. The length of time taken to create the programme depends on skills of drawing and typing. These visuals are then recorded simultaneously with an audio track ready for replay at any time.

So much for what Cyclops is, but why use it?

In answer all I can do is explain how and why I use it. My group of children all have severe learning problems. Children with attention span normally measured in seconds will watch programmes lasting minutes and then want to repeat the programmes again and again. The combination of colour, light, sound and text are attention getting

and motivating. It is important for the teacher to have control over the

pace of the tapes, what words are used on the sound track and the way information is presented, as they know what the children need, how much they can do at one time and what level of information to aim at. Another advantage is that Cyclops never gets tired or irritable or loses patience with the children and any writing they do on the screen can be eradicated completely.

Cyclops is fascinating for teachers as well as children. If teachers can use a tape recorder they can use Cyclops. Once the recording levels are set it is just a matter of deciding how best to present the materials. Programmes can be created in minutes. I use the mini studio to create programmes in response to the specific difficulties of individual children. When that point has been learnt the tape can be reused for another problem.

Simple programmes can be created on Cyclops in minutes - I have made a simple writing skills programme in five minutes - more complex programmes take longer, of course, but can be created in much less time than on a micro. Also, technically naive teachers can create programmes - and most teachers know as little about computers as I do.

Cyclops is still being developed, and, at present, for school use, there are several inconveniences.



Input from the TV camera with annotation from the keyboard

There are two main leads and plugs: the screen needs angling to facilitate writing on it, the light pen needs modification as it is difficult to hold at present and the cost of the system needs to be brought within the realm of school finances. One solution to many of these problems would be to put Cyclops on to a microchip and add it to an existing computer. This would eliminate the problem with leads and greatly reduce the cost.

The research team at the Open University are confident that these changes can be made. Cyclops is now being developed as a ROM (an add-on microchip) for the BBC micro and it is hoped that it will be available this year. Pat Porter is also negotiating for a grant from MEP to create teaching materials to accompany this ROM.

A free-hand sketch

television screen surrounded by a complex assortment of leads, is a versatile graphics system being used at the Open University to help with distance teaching. Pictures and sound can be sent simultaneously along telephone lines and tutor and student can communicate by writing on the screen with a light pen. Ignoring its distance teaching potential, it is a system by which teachers with no technical back-

Drum machine

by Andrew Peggie

The Kit (integrated electronic drum machine). Atlantic Music Ltd 1 Wallace Way, Hitchin, Herts, SG4 0SE

Perhaps the real reason for producing electronic gadgets that accurately reproduce the sounds of a drum kit, timpani and hand claps is because it is possible to do it. Percussionists might indeed complain and ask what is wrong with the real thing, but such considerations really no longer apply in the face of rampant technology.

The Kit and its accessories are definitely not rhythm boxes, however. They have to be played (that is, tapped) and as such are subject to the limitations of the player's rhythmic skills. But they do not require the relatively sophisticated physical coordination necessary for wielding

drumsticks. This opens up a number of potential applications in the educational field, and perhaps more importantly, in music making with physical handicaps. There are also recording implications - drums until now being the last remaining instruments not capable of electronic "direct injection" into a tape recorder.

The main unit is a flat box, less than a foot square, on which is displayed four circular touch sensitive pads, representing snare drum, two tom toms and bass drum. The hi-hat consists of two smaller brass discs (one for open and one for closed sounds), and a single cymbal is similarly operated. These are spring-loaded microswitches and as such are not amenable to rhythmic accents with varying impact velocity, as are the drum pads. There are volume controls for each unit, plus a

tone control for the cymbal. The hi-hat can actually be operated automatically, giving a variety of common 4/4 and 3/4 beating patterns, with variable tempo control. The device is battery powered (but includes a 9 volt power input), and it requires connection to a suitable amplifier and speaker system for operation, thus negating somewhat the advantages of compactness.

The quality of sound is directly dependent upon this, and with a high quality system (Roland Jazz Chorus 120) the drum sound was indeed remarkable. Even with more rough and ready school equipment, children preferred the sound to the state of most school drum kits, it was hardly surprising. The cymbal is the least successful - difficult to control (impossible to damp) and difficult to balance with the rest of

the kit. There are separate outputs for each element, for recording purposes, and trigger outputs for accessory units.

A number of preset controls, recessed into the back, effect changes in pad sensitivity, drum "ring" and decay, cymbal pitch and decay and snare noise. The Kit cannot be tuned, as can acoustic drums, but its preset pitches are accurate and convincing. While its layout, approximately that of a real drum kit, seems suitable for most uses, it is perhaps not the best, cybernetically. The device is rather too small for anything but the most basic two-handed work (cymbal discs in particular are very easy to miss), but rather too large for comfortable one-handed finger work. In other words, while proper percussion technique is not a playing prerequisite, one does need to acquire considerable digital and wrist technique to give it an acceptable performing capacity. Nevertheless, where lack of coordination, either through lack

More for the micro

This week the BBC launched the second stage of their computer education project with a preview of the new series, *Making the Most of the Micro* and a demonstration of teleoftware.

The new series will be more specialized than the first, aimed at people who own microcomputers or who are about to take the plunge. It includes programmes on programming in BASIC, databases, graphics, other computer languages, and computer control and network systems.

The special teletext receiver for teleoftware will be ready in March from Acorn Computers, manufacturers of the BBC micro. The BBC have already been involved in a project with Brighton Polytechnic investigating possibilities for teleoftware in secondary schools, and have now embarked on a project with primary schools.

Another television series, *Micros in Education*, designed for teachers will start on February 14.1983. *Making the Most of the Micro* will be broadcast on Monday afternoons at 3.5pm on BBC2, on Monday nights at 11.35pm on BBC1, and on Sunday afternoons at 12.35.

Charitable status

How to register as a charity and the financial benefits of being one are described in straightforward jargon-free language in a new handbook *Charitable Status*. With around 1,700 new charities being set up each year, it also covers the legal duties of running one; particularly what is allowed in the areas of political campaigning and trading. There are also details of the latest tax relief exemptions.

The authors are Andrew Phillips who is a solicitor specializing in advice to charities and Keith Smith, a consultant with Inter-Action, itself a charity concerned with community arts.

A similar handbook on Consumer Law has been produced by the National Federation of Consumer Groups. This is packed with useful information on the customer's rights. *Charitable Status - A Practical Handbook* £3.95 from bookshops or £4.50 from the publishers, Inter-Action, 15 Wilkin Street, London NW5.

A handbook of Consumer Law, published by Inphit in conjunction with the Consumers' Association and Hodder and Stoughton, £3.95 from bookshops or £4.80 from Inphit.

ATLAS ROBOTIC SYSTEM

THE UNIQUE...
EASY GENERATION OF OPERATION SEQUENCES FROM THE REMOTE CONTROL PAD SUPPLIED, OR FROM ANY EXTERNAL COMPUTER.

THE SUPERB ATLAS ROBOT REPRESENTS A ONE-TO-ONE TRANSLATION FROM THE EVER-EXPANDING RANGE OF MICROPROCESSOR-CONTROLLED SYSTEMS.

SEND FOR OUR FREE CATALOGUE TODAY FROM: PARTNER SYSTEMS, SUPPLIERS OF MICRO-EDUCATIONAL SOFTWARE.

L.J. ELECTRONICS LTD.
FRANKLIN WAY, BORTHOLME RD., ESTATE, NORWICH, NRS 14A. TEL: 0693 748012. TELEX: 97050.

radio & tv

by Adrian Barr-Smith

With all these references to money and finances, it was difficult to avoid a comparison with soccer. There were action replays and the presenter's expert comments. It was generally conceded that the performance of the barrister (the strik-



It made for interesting viewing. If LWT are able to distribute the series in video format, the series would serve as a useful instructional tool for introductory low and civics courses.

Divorced from the series, the

accompanying book is idiosyncratic and heavy going. The print type is too small. Nevertheless, the text is refreshingly free of the patrimonial attitudes and the humbug with which other books about the legal system are riddled. The final chapter is entitled "The Price of Justice" which confirms all lingering suspicions about the costs involved.

So long as access to the machinery of the law is restricted and controlled by financial and financial eligibility, programmes like the *Law Machine* will be invaluable in explaining away the myth of British justice.

Paul McGee on 'Computers in the Real World'

The second strip begins with "All New Look at the Office!", which covers Star Systems' Network and the IBM Displaywriter. Good points are made about the management of change and the causes of opposition to change. The programme is marred by the cavalier treatment of the terms *data* and *information* which

referred to as boys. These unrealistic factory attitudes are not criticised in the commentary, which sometimes adopts them, or in teachers' notes.

At £18 plus the cost of recording the broadcasts this series is of good value, although not for "teachers with no specialist knowledge" as the advertising material claims.

Mary Hoffman reviews 'You and Me'

Children should enjoy two new You and Me characters: Commo and Dibs are puppets who help the stall holders in the market. They are animals of some kind, but somewhat ambiguous as to species. My three-year-old hazarded cats and others have suggested monkeys, but they look more like punk versions of Lenny the Lion, complete with pink and green haircuts. Dibs is a sort of Cockney barrow boy, and Commo

There's a nice, non-nonsense approach to domestic life which children are bound to appreciate. The elementary on uses of water in the home matter-of-factly includes a little bit about washing the loo (and the boy is prepared for the arrival of his baby brother and a girl who will be first day at school. But what will strike an adult viewer most about the new programmes is the positive multi-ethnic flavour. The teenage lesson of an Asian teacher telling her pupils the traditional Punjab story about the children singing a different version of Here we go round the mulberry bush. Here we go round the ground. Watching the children sing "Here we go round the mulberry bush" you realize, with relief that four or five year olds won't find this at all remarkable. Which is just one reason to welcome the new programme.

Mary Hoffman is the reading consultant for...

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 Copy deadline (space permitting) Monday preceding Friday of publication.

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AVON COUNTY
ST JAMES & ST AGNES
NURSERY SCHOOL
 Helston Drive, St Paul's,
 Bristol BS5 5JE
 Salary in accordance with
 Group 2.
 Vacancy from 1st September
 1993.
 S.A.E. for further infor-
 mation and application form
 turnable by 28th Janu-
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Second Meeter
Mistresses

**SWOONWELL NURSERY
SCHOOL**
Selvadere
Roll 100 places 198 full-
time)

Deputy Head Teacher re-
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School. Appointment
commences Summer or Au-
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L.A.A. £348. Assistant
with removal of
legal fees and disturbance
allowance can be con-
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CRSNT
BRIOCE INFANTS S
Bridge Road, NW10
(Roll 180 plus 30 pa
Nursery, Social Frio
School)
Required as soon as**

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Brent is fundamen-
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Teacher returnable
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OF MRS. BLANCO CLOUTY
INFANT SCHOOL
Jordans Lane, Birchfield,
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(1) WANSOYKE J M
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School Class, White
Bristol 8818 0DU
(2) CEURCHILL V
SCHOOL
Churchill, Bristol B
Salary in accordance
Group 4.
Vacancies from 1
1983 (both posts).
S.A.E. for further
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(returnable by 28th
1983) from O.E.
Education, P.O. Box
House North St
ign, Bristol O

of Education (ES/JBB), Shire
Hall, Shirefield Park, Reading
RG2 9XE (ass).
Closing date 31st January
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an equal opportunity employer.

BERKSHIRE
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SOUTHERN R.C. ALTOS
 Eastmaine Road
 Weymouth MA 01981
 Required April 1981
 ALTOS TEACHER (Group 4)
 Applicants should be practicing Catholics.
 Send resume, salary and references or details from the Director of Education, Rt. Rev. Bishop, 100 Broadway, New York, New York 10038.
 Salary \$25,000. Complete packet should be returned to: Father M. Wallace.

London Borough
of ENFIELD
EDUCATION DEPARTMENT

HEADSHIPS

Vacant at Easter 1983:
EASTFIELD INFANTS SCHOOL
Eastfield Road, Enfield EN3 5UX.
Group 4. Roll 141 + Nursery Class
ELDON JUNIOR SCHOOL
Eldon Road, London N9 8LG.
Group 8. Roll: 346.

Application forms (foolscap SAE) obtainable from the

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ACT, 1975**

No job advertisement which indicates or can reasonably be understood as indicating an intention to discriminate on ground of sex (eg by inviting applications only from males or only from females) may be accepted, unless:

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PRIMARY DEPUTY HEADSHIPS

CALDERDALE
METROPOLITAN BOROUGH OF CALDERDALE
EDUCATION DEPARTMENT
COUNCIL
Headship, Calderdale
1214 755
Required from April 1983, a Deputy Headteacher for the Calderdale Education Department. The successful candidate should have a minimum of 10 years' experience in primary education, and have an interest in curriculum development and staff management. Application forms and further details available on request from the Education Officer, Calderdale Education Department, 1214 755. Closing date 28th January 1983. (159766) 110072

CAMBRIDGESHIRE
WITTON V.P. SCHOOL
Application forms for the post of Deputy Headteacher for the Wotton V.P. School, Cambridgeshire, are available from the Education Officer, Cambridgeshire Education Department, 1214 755. Closing date 28th January 1983. (159766) 110072

CUMBRIA
COUNTY COUNCIL
HARTFORD SCHOOL
Headship, Hartford
1214 755
Required from April 1983, a Deputy Headteacher for the Hartford School, Cumbria. The successful candidate should have a minimum of 10 years' experience in primary education, and have an interest in curriculum development and staff management. Application forms and further details available on request from the Education Officer, Cumbria Education Department, 1214 755. Closing date 28th January 1983. (159766) 110072

DERBYSHIRE
EDUCATION COMMITTEE
ALVASTON JUNIOR SCHOOL
Headship, Alvaston
1214 755
Required from April 1983, a Deputy Headteacher for the Alvaston Junior School, Derbyshire. The successful candidate should have a minimum of 10 years' experience in primary education, and have an interest in curriculum development and staff management. Application forms and further details available on request from the Education Officer, Derbyshire Education Department, 1214 755. Closing date 28th January 1983. (159766) 110072

COLDFAIR J.M. & I. SCHOOL
Coldfair Avenue, N10 1HS.

DEPUTY HEAD TEACHER (Group 4)

Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher.
London Allowance (£334) payable.
Removal expenses - 100% allowed in approved cases.
Application forms (S.A.E.) may be obtained from the Chief Education Officer, Education Office, 48-52 Station Road, Wood Green, London N22 4TY, to whom forms should be returned by 28th January, 1983.

Haringey

Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

The Borough is within easy reach of Central London and bordered by Epping Forest.

Required for April 1983
St Mary's R.C. Primary School, Station Road, London E4 7BJ

Headteacher: Mr M. Beater

Deputy Head Teacher Group 5

(£2183-£21070) plus Outer London Allowance.
Anticipated Roll 1982/83 is 280 approximately.
The Governors are seeking applicants who are suitably qualified, enthusiastic and committed to the Catholic Primary School.
Application form and further details available on receipt of a s.a.e. from and returnable to the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E15 6QJ.
Closing date: 28th January, 1983.
Ref No. P51/18

Waltham Forest

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DEPUTY HEAD TEACHER
Group 4 plus S.A.E.
Maximum Roll 250 plus 20 Nursery F.T.E.
Required from April 1983, a Deputy Headteacher for the Derbyshire Education Committee. The successful candidate should have a minimum of 10 years' experience in primary education, and have an interest in curriculum development and staff management. Application forms and further details available on request from the Education Officer, Derbyshire Education Department, 1214 755. Closing date 28th January 1983. (159766) 110072

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DERBYSHIRE EDUCATION COMMITTEE

DEPUTY HEAD TEACHER
Group 4 plus S.A.E.
Maximum Roll 250 plus 20 Nursery F.T.E.
Required from April 1983, a Deputy Headteacher for the Derbyshire Education Committee. The successful candidate should have a minimum of 10 years' experience in primary education, and have an interest in curriculum development and staff management. Application forms and further details available on request from the Education Officer, Derbyshire Education Department, 1214 755. Closing date 28th January 1983. (159766) 110072

DEVON
Barnstaple and Tavistock Education Committee
1214 755

DORSET
RE-ADVERTISEMENT
COUNCIL
1214 755

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EDUCATION COMMITTEE
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the receipt of completed application
January, 1983.

 **WEST GLAMORGAN**
County Council

Teaching Vacancies

Applications are invited from suitably qualified persons for the following posts in the Authority's service to commence as soon as possible unless otherwise stated.

GORSEINON DISTRICT APPOINTMENTS

(District Education Officer, Gorseinon District Education Office, Ty Elin, Princess Street, Gorseinon, Swansea).

Y Llyn Fach Bilingual Primary School (Mixed)

(67 on roll) (Age range 3-11 years) (Group 4).
An Assistant Teacher (Scale 1) is required for the Infant Department. A knowledge of the methodology and techniques of the Bilingual Education Project and experience in their use in an open plan school are essential. (Post ref: 1.1.83).

Mynyddbach Comprehensive School (Girls)

(1,110 on roll) (Age range 11-18 years) (Group 12). This is a special priority School.
A second Assistant Teacher (Scale 1) is required for general Physical Education, preferably with a commitment to Dance/Gymnastics. (Post ref: 2.1.83).

MORRISTON DISTRICT APPOINTMENTS

(District Education Officer, Morriston District Education Office, Morfydd House, Morfydd Street, Morriston, Swansea).

Y Glyn Primary School (Mixed)

(114 + Nursery on roll) (Age range 3-11 years).
A Deputy Headteacher is required for this traditional Welsh School (Group 3). Applicants must be able to teach through the medium of Welsh. RE-ADVERTISEMENT. (Post ref: 3.1.83).

Clydach Junior School (Mixed)

(135 on roll) (Age range 7-11 years).
A Deputy Headteacher is required for this Group 4 Junior School. (Post ref: 4.1.83).

MORRISTON SENIOR COMPREHENSIVE (Mixed)

(1,087 on roll) (Age range 13-18 years) (Group 12).
1. An Assistant Teacher of Mathematics is required to teach the subject throughout the School (Scale 2). (Post ref: 5.1.83.)
2. An experienced graduate is required to assist in the teaching of Physics to C.S.E., 'O' and 'A' level standards (Scale 2). (Post ref: 6.1.83.)

Ysgol Gyfun Ystalyfera (Mixed)

(1,156 on roll) (Age range 11-18 years) (Group 11).
1. A graduate teacher of English is required to assist in teaching the subject throughout the school. The subject is taught through the medium of English, but applicants must be fluent in Welsh. (Scale 2). (Post ref: 7.1.83).
2. A well qualified Teacher of Drama is required to be responsible for teaching the subject throughout the school, through the medium of Welsh. There is a fully equipped drama studio. (Scale 1). (Post ref: 8.1.83).

NEATH DISTRICT APPOINTMENTS

(The District Education Officer, Neath District Education Office, Cadoxton Road, Neath).

Cwrt Sart Comprehensive School (Mixed)

(788 on roll) (Age range 11-18 years) (Group 10).
Head of Compensatory Education (Remedial) is required for the summer term, 1983. The successful applicant should possess the Diploma in Special Education or its equivalent and/or relevant experience. (Scale 3). (Post ref: 9.1.83).

Dwr-Y-Felin Comprehensive School (Mixed)

(1,350 on roll) (Age range 11-16 years) (Group 11).
The following are required for September, 1983:
1. Head of Biology to be responsible for development of Biological Sciences and to make significant contribution to integrated science courses. (Scale 3). (Post ref: 10.1.83).
2. Head of Music, to be responsible for the subject throughout the school and to develop the Orchestra and Chöre. (Scale 3). (Post ref: 11.1.83).
3. Teacher-in-Charge of German, to be responsible for the introduction and development of German. Candidates must also offer French. (Scale 2). (Post ref: 12.1.83).

Application forms and further particulars of the above-named posts are available from the appropriate District Office, on receipt of a stamped addressed envelope.

The CLOSING DATE for the receipt of completed application forms is THURSDAY 27th January, 1983.

KENT

KENT

ASHFORD SCHOOL
1360 circa 11-181
Burlington in September

LANCASHIRE
QUEEN MARY SCHOOL
Lytham, FY8 1DS
Independent Day School (73d
girls 7 - 18 years)
As a result of the retirement

of the present holder of the
post there will be a vacancy
in September 1888 for a suit-
ably qualified person. I pro-
bably a graduate to take
charge of the teaching of Ra-
ligious Education throughout
the Senior School to Universi-
ty Entrance standard.
Apply to the Head Mistress
with curriculum vitae and
references. (38748) 18441.

WAKEFIELD
QUEEN ELIZABETH II
GRAMMAR SCHOOL
 Wakefield WF1 3QY
15MC 1 DIRECT ORANT/
INDEPENDENT
(720 days - 130 in 81xth
Form)
HEAD OF RELIGIOUS
STUDIES
CHRISTIANITY

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engagements, and the names and addresses of two referees should be sent to the Headmaster, from whom further details of the post may also be obtained. 156250 18441

BATH

MONKTON COMEE SCHOOL
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Required in 8 September a Ch
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Full details from the H
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Science
Heads of Department
CANTERBURY
ST EDMUND'S SCHOOL
I.H.M.C. boarding & day boys
(day girls)
Required for September 1981

experience and leadership
graduate to be HSAO
and OLV as a liveli
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The prime area is for a de
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C.C.F. would be an adv
J. B. Brown, a senior c
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and experience.
Apply with names a
addresses of three referees
The Headmaster, St Edmund
School, Cantorbury Cr

RIES SCHOOL
head, Nr. Taunton
ing School for Girls

APPLAIN

ing full details of experience, together with addresses of two referees to the Headmaster by 28th

the Roadmap by 2010

UNIVERSITY APPOINTMENTS continued

LECTURER II in COMPUTER STUDIES

A Lecturer II is required from September to teach computing courses throughout the Institute, but with particular reference to the CNAI Diploma in Professional Studies in Education (Computer Education), CNAI BEd (Secondary), BEC/TEC HND Computer Studies.

The person appointed will have a good honours degree in Computer Science or a related discipline. A knowledge of the applications of computers within schools and experience of teaching computing is essential. Evidence of active personal research or consultancy in the subject is highly desirable.

For application form and job specification please telephone 01-568 8741 or write to Asst. Principal (Academic Staff), WUHE, Borough Road, Isleworth, Middx TW7 5DU.

WEST LONDON INSTITUTE OF HIGHER EDUCATION

Could you be a teacher with a difference?

As a male or female Officer with the Royal Army Educational Corps, you will be offered more variety and responsibility than in most civilian teaching jobs.

During your first three years, your students may be Corporals and Sergeants studying for their promotion examinations.

Alternatively you may be teaching young Soldiers: teenagers away from home for the first time. To improve their self-confidence and the Army's efficiency, we send them on Outward Bound courses and encourage them to sit GCE, TEC, and City & Guilds exams.

Later on in your Army Career, you could serve on the academic staff at the Royal Military College of Science at Shrivenham or the Royal Military Academy, Sandhurst: other appointments are in Officer Education, language training or as a training adviser.

You could give career guidance and resettlement training to Officers and Soldiers leaving the Army.

You will also be given every opportunity to improve your own professional qualifications up to postgraduate level.

A teacher and an Officer.

Although we accept that your main interest is in education, we'll expect you to warm to the idea of also being an Army Officer.

After training, you will receive a commission with the same opportunities for promotion and the same levels of pay as any other Army Officer. Starting salary will be between £6,248 and £9,573 depending on your qualifications and experience.



Capt. Chris Black
B.A., Cent. Ed.



Capt. Anne Rollins
B.Ed.

Male and female teachers.

We'd like to hear from men and women who are aged under 30 and are medically fit. They will be qualified teachers or graduates or at present studying at college or university.

If you like, we can arrange for you to visit a unit near your home. It's not a commitment but a chance to get a clearer picture of Army life.

You may first want further information on pay, promotion and how to apply.

A booklet covering these and many other questions can be obtained by writing to Major G. J. Parker, RAEC Recruiting Staff, (Department E6), RAEC Centre, Wilton Park, Beaconsfield, Bucks HP9 2RP.



Army Officer

CAMBRIDGE

UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNOCLATE

Applications are invited from the post of Assistant to the Secretary to the Local Examinations Synod (subject to review of the Synod) from 1.1.83 to 1.1.83.

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Fellowships, Studentships and Research Awards

LANCASTER

LANCASTER COLLEGE OF EDUCATION

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Further information is available from the Deputy Secretary, Local Examinations Synod, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

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Further information is available from the Deputy Secretary, Local Examinations Synod, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22



CITY OF NORWICH

(Amenities Department)

Neighbourhood Community Worker

JNC Range 3 Points 1-5 £7146-£8034
Three year contract

A vacancy has arisen within the Neighbourhood team for a Community Worker to further the development of community activities, primarily in the Merbit area of Norwich. This will involve initiating new projects and providing support and guidance to a variety of groups within the community. There are also opportunities for the worker to become involved in the organisation of events outside the "patch" as well as in the training offered to groups and individuals working in their own communities.

The work is challenging and exciting and presents an opportunity for employment within a caring authority. The post is funded under the Urban Aid programme.

Applicants must be professionally trained Youth and Community Workers or be qualified in accordance with the JNC 12th Report.

Conditions of service are in accordance with JNC conditions. A casual car allowance is payable. Relocation expenses of up to £1,690 and temporary housing accommodation will be available in approved cases.

Closing date: Friday, 4th February, 1983.

Applications are welcomed regardless of marital status, sex, race or disability, where this will not prevent the applicant from fulfilling the duties of the post.

DEPARTMENT OF HEALTH AND SOCIAL SECURITY

ST CHARLES YOUTH TREATMENT CENTRE

TEMPORARY (CASUAL) GROUPWORKERS

1. Applications are invited from suitably qualified and experienced men and women from teaching, residential social work and psychiatric nursing, for immediate temporary post as groupworkers, working in treatment teams caring for extremely disturbed adolescents.

2. These appointments are for a period of six months in the first instance, with the possibility of renewal for another similar period. Permanent posts may arise, in which event candidates would have the opportunity to apply.

3. There is a high staff:client ratio and staff are fully involved in the creation of individual treatment programmes for each child and the development of a high quality of care, control, education and treatment which is shared on a team basis.

4. Salaries are paid according to experience and parent discipline, but would not be less than £5,793 p.a. Allowances of not less than £1,500 p.a. are also payable. All staff work a forty hour, five day, week, on a shift basis. Single accommodation may be available.

Full details and application forms for the posts from Mr R. Tocher, Administrator, St Charles Youth Treatment Centre, Walsall Road, Buntingford, Essex. Telephone No. Buntingford 225684.

YOUTH HOSTELS ASSOCIATION

requires

LEADERS' ORGANISER

to work primarily in ILEA area. Duties are demanding and varied and include dissemination of information to school and youth groups, recruitment and training of volunteers to lead parties of city children on countryside visits and general promotion of objectives of YHA. Although no formal qualifications required, candidates must have sound knowledge of outdoor activities and be effective communicators.

Ability to drive essential.

This full-time position is aided by Inner London Education Authority and is for one year in first instance. Salary on incremental scale £4,835 to £5,802, plus car allowance.

Further details and application form from:

National Secretary
YHA
Travelers House
St Albans, Herts AL1 2DY

YOUTH AND COMMUNITY

continued

HAMPSHIRE

COMMUNITY CENTRE
WARDEN
WIMBORNE
We are looking for a person, fully qualified in youth work, to continue the development of the Community Centre in Wimborne. The post is full-time, permanent, and offers excellent opportunities for career advancement. The post holder will be responsible for the day-to-day running of the Centre, which includes a wide range of activities for young people. The post holder will also be responsible for the recruitment and training of volunteers. The post holder will be expected to work closely with the local authority and other community organisations. The post holder will be expected to work on a flexible basis, and to be available for contact at all times. The post holder will be expected to work on a flexible basis, and to be available for contact at all times. The post holder will be expected to work on a flexible basis, and to be available for contact at all times.

LEICESTERSHIRE

OROSBY COMMUNITY COLLEGE
1A Leicester Road, Orosby, Leicestershire LE15 1JH
We are looking for a person, fully qualified in youth work, to continue the development of the Community Centre in Orosby. The post is full-time, permanent, and offers excellent opportunities for career advancement. The post holder will be responsible for the day-to-day running of the Centre, which includes a wide range of activities for young people. The post holder will also be responsible for the recruitment and training of volunteers. The post holder will be expected to work closely with the local authority and other community organisations. The post holder will be expected to work on a flexible basis, and to be available for contact at all times. The post holder will be expected to work on a flexible basis, and to be available for contact at all times.

Hertfordshire County Council

WARE COLLEGE

Area Youth and Community Worker

Buntingford - East Herts.

Salary J.N.C. Range 3 (points 2-6) £7,584 - £8,253. Plus London Fringe Allowance. Plus Allowance for higher qualifications.

Experience and qualified youth worker required for post which combines supervision of small youth centre and youth wing attached to school, with co-ordination and development of a number of one night per week village clubs in the rural area of East Herts.

Rented accommodation available. Removal expenses and disturbance allowance under the County Council scheme may be paid.

Casual user car allowance payable.

Further details and application form from: Head of Youth and Community Department, Ware College, Scotts Road, Ware, Herts.

Closing date for applications - 15th January, 1983.

THE WEST SWINDON

YOUTH RESOURCE COMMITTEE

seeks to appoint a

COMMUNITY YOUTH WORKER

The person will work in the Western Development Area of Swindon, with volunteer youth workers in existing clubs and will recruit, train and support new volunteers from the community. He/she will also undertake detached youth work with young people in the area and pay attention to the needs of the young unemployed. This is a new post created by the Methodist Association of Youth Clubs in conjunction with the Borough of Swindon under the Urban Programme. We require a person with qualifications, experience, imagination and the ability to work with other community workers.

Salary: JNC Scale 3, points 1-6 (£7,146-£8,034).

Application forms from Tom Hill, Kelvin Park Training Centre, Kelso, Bath BA1 5AE.

LINCOLNSHIRE

Applications are invited from qualified teachers to fill the post of Headmaster at St John's College, Johannesburg, South Africa. The post is full-time, permanent, and offers excellent opportunities for career advancement. The post holder will be responsible for the day-to-day running of the College, which includes a wide range of activities for young people. The post holder will also be responsible for the recruitment and training of teachers. The post holder will be expected to work closely with the local authority and other educational organisations. The post holder will be expected to work on a flexible basis, and to be available for contact at all times. The post holder will be expected to work on a flexible basis, and to be available for contact at all times.

LONDON

EDUCATION AUTHORITY
WATERLOO
We are looking for a person, fully qualified in youth work, to continue the development of the Community Centre in Waterloo. The post is full-time, permanent, and offers excellent opportunities for career advancement. The post holder will be responsible for the day-to-day running of the Centre, which includes a wide range of activities for young people. The post holder will also be responsible for the recruitment and training of volunteers. The post holder will be expected to work closely with the local authority and other community organisations. The post holder will be expected to work on a flexible basis, and to be available for contact at all times. The post holder will be expected to work on a flexible basis, and to be available for contact at all times.

THE NEW ENGLISH SCHOOL

KUWAIT

Teaching posts in the following subjects or combinations of subjects will become vacant in September, 1983. The English medium school. Joint applications from couples without children are particularly welcome.

SECONDARY SCHOOL

(1000 on roll to 'C' and 'A' level)

ENGLISH LANGUAGE AND LITERATURE
MATHEMATICS
CHEMISTRY
PHYSICS
BIOLOGY
COMPUTING STUDIES
HISTORY
GEOGRAPHY
FRENCH
ART
ECONOMICS

PRIMARY SCHOOL

(1000 on roll)

UPPER JUNIOR CLASS TEACHERS
(9½-11½ years)
LOWER JUNIOR CLASS TEACHERS
(7½-9½ years)
INFANT CLASS TEACHERS
(4½-7½ years)

Terms
One year contract renewable beginning September 1983. Tax free salary in range £8,000 to £10,000 (current exchange rates) according to qualifications and experience. Terminal gratuity. Rent free, furnished and air conditioned accommodation. Economy class return passages. Interviews in UK March 21st to March 25th.

For further information and application form, send a self addressed (not stamped) envelope to:

Director, New English School, P.O. Box 8158, Kuwait, Arab Emirates.

ST JOHN'S COLLEGE

Johannesburg, South Africa

HEADMASTER

Applications are invited for this post. The conditions of service:

- Require applicants to be an Anglican communicant, and
- Provide for an attractive salary, pension fund and accommodation.

Applications will close on 15th February, 1983, and a suitable starting date will be negotiated with the successful candidate.

Applications, giving full details, should be addressed in confidence to:

The Anglican Bishop of Johannesburg
The Visitor
St John's College
St. David Road
Houghton
Johannesburg 2198.

BRUNEI

The Department of Education invites applications for the following posts (on contract to the Government of Brunei for an initial period of three years commencing as soon as possible):

EDUCATION OFFICER - TECHNICAL ENGLISH (82D7)

Honours Degree, PGCE and TEFL qualification, 5 years teaching experience, experience of teaching SEC courses. An interest in ESP essential. Overseas experience an advantage. To teach CGL 847 to technical students from elementary to intermediate (some advanced RSA scale of achievement) and to teach SEC courses.

EDUCATION OFFICER - ELECTRICAL (2 posts) (82D8)

Honours degree in Electrical Engineering (Power or Electronics), PGCE. Industrial experience in Power Utilisation or related field and a minimum of five years F.E. teaching experience. To assist in curriculum development and teaching for Electrical Technician and Ordinary Diploma courses and, as required, with craft level courses. The following are all at the level of:

SENIOR TECHNICAL INSTRUCTOR - ELECTRICAL (82D9)

HNC/HND with specialisation in Generation, Transmission and Distribution, Civil Ed., minimum of three years industrial and three years technical college teaching experience. To teach electrical engineering from craft to technician level and eventually to ODP level.

TELECOMMUNICATIONS (82D10)

HND in Electrical & Electronic Engineering or equivalent (with computing bias), minimum of five years teaching and industrial experience. Experience in teaching TEC courses desirable. To teach CGL 270/271, advanced telecommunications and computer options up to T5 level.

CONSTRUCTION (2 posts) (82D11)

HND in Building or Civil/Structural Engineering, Civil Ed., a minimum of five years site experience and relevant technical college teaching experience. To teach CGL General and Construction Technician and Structural Engineering courses and assist with curriculum development.

VEHICLE BODY REPAIR (82D12)

FTC Vehicle Body Engineering Technicians Cert. and Vehicle Body Craft Certificate, Civil Ed., and ten years industrial and technical college teaching experience. To teach CGL craft level courses including light vehicle repair, body building, trimming, vehicle body technology and related studies.

REFRIGERATION & AIR CONDITIONING (82D13)

Higher Diploma or equivalent in R & AC, preferably with a teaching certificate. Substantial industrial experience. To teach to technician level and assist in the teaching of CGL 827.

Salaries, TAX FREE in range:

EDUCATION OFFICER £13,426-£21,088
SENIOR TECHNICAL INSTRUCTORS £11,522-£17,116
£89,48-£114,122 including inducement pay, a 28% terminal gratuity on basic salary and inducement pay and a one month's basic salary bonus for each year of service.

Note: Educational facilities for secondary level expatriate children are not available in Brunei.

Curtail allowance, free air passages, subsidised housing, children's education allowances and holiday visit packages, generous paid leave and on interest free bank passages. Interviews in UK March 21st to March 25th.

Further particulars and application form obtainable from the British Council Overseas Educational Appointments Department (D/0700), 200, Tottenham Court Road, London, W1P 0DT. Ref: BRU/Tes.

OVERSEAS

continued

PRINCIPAL

INDONESIA

The Board of Bandung International School invites applications for the post of Principal at their new purpose built International School located at Bandung in West Java.

The school provides education for approximately 120 expatriate children of varying nationalities between the ages 5-14. It is staffed by fifteen qualified teachers.

Applicants with relevant academic qualifications should have had at least eight years experience in a Primary/Middle School including at least two years in a senior position with management experience. Both a teaching spouse and some overseas experience may be an advantage although not obligatory.

Attractive terms and conditions of employment apply including tax free salary, furnished housing, medical insurance, car, completion bonus and other benefits. An initial two year contract is offered commencing 1st August, 1983 with a renewable option.

Please submit a detailed curriculum vitae with address and telephone number of referees by 4th February, 1983 to:

Mr. D. G. Bedingfield, Chairman B.I.S. Board
Bandung International School
P.O. Box 132, Bandung, West Java, Indonesia.
Tel: Bandung 8465.

Interviews will be held in London during March, 1983.

VACANCIES FOR TEACHERS

IN SINGAPORE

TANGLIN TRUST LIMITED, SINGAPORE

The Tanglin Trust, founded in 1961, runs primary schools for expatriate children in the age groups 4 to 11 years. There are about 1300 pupils drawn from the English speaking international community, but the majority comes from Britain, Australia, Canada and New Zealand. The two major schools are:

TANGLIN JUNIOR SCHOOL

Housed in a brand new fully planned building with air-conditioned classrooms and excellent facilities, the School is divided into 4 year groups, ages 7 to 11. Each year group consists of 6 mixed ability classes.

TANGLIN INFANT SCHOOL

Housed in two purpose-built wings, each with its own assembly hall for music, dance and physical activities. There are some 588 pupils, age groups 4 to 7 with a maximum of 28 per class.

Similar to that followed in British Schools.

Salaries

Basic Scale : Singapore \$1400 to Singapore \$2500
Foreign Service Allowance : Singapore \$1750 (married)
(for head of household only) : Singapore \$1000 (single)

Additional allowances are paid to Responsible Post holders.

Other Benefits

Health: Excellent medical facilities exist both in Government and private hospitals and the Trust insures expatriate staff against medical and surgical costs and meets the cost of medicine/consumables provided by the Trust's doctors.

Education: The Trust pays basic school fees for staff's children up to the age of 18 schooling in Singapore. Children of secondary school age can be registered with the United World College of South East Asia which prepares them for 'O' levels and the International Baccalaureate.

Accommodation: The Trust assists staff in obtaining suitable accommodation and gives a substantial allowance towards rent.

Settling-in Allowance: On first contract, a settling-in allowance of Singapore \$1800 is paid to head of household.

Geography

The Republic of Singapore is an island of approximately 226 square miles situated about 85 miles north of the Equator. The tropical climate is pleasant though humid. The average daily maximum temperature is around 30°C. Plenty of sunshine most days interspersed with tropical showers makes Singapore a garden City which prides itself on probably being the cleanest and greenest anywhere in the world.

Shopping facilities

Shop in excellent air-conditioned supermarkets, department stores and specialty shops offering a full range of luxury and medium-priced goods.

Vacancies

Vacancies will arise at the beginning of the new academic year September 1983 for well-qualified primary school teachers with a minimum of three years teaching experience.

The Junior School is particularly interested in candidates with expertise in primary school mathematics and science.

Positions are particularly suited to married teaching couples.

First contracts are signed for two years and are renewable by mutual agreement.

If you are interested in the prospect of teaching in a delightful environment in a multi-national, multi-cultural City state with its international reputation for stability, productivity and achievement, please reply attaching a brief curriculum vitae sheet by airmail to:

For Tanglin Junior School:
Mr V E Goodson
Headteacher
Tanglin Junior School
Portdown Road
SINGAPORE 8513

For Tanglin Infant School:
Miss C A Crofts
Headteacher
Tanglin Infant School
Portdown Road
SINGAPORE 8513

Further details and application forms will be sent to those whose training and experience fit our requirements and interviews will take place in London approximately mid-March 1983.

HONG KONG

The English Schools Foundation

Applications from fully qualified teachers with a minimum of two years teaching experience are invited for the posts listed below which will be vacant in September 1983.

Applicants should submit immediately by airmail giving full details of education, qualifications, experience and marital status. Each candidate should state clearly the post in which he is chiefly interested. If a husband and wife both wish to apply for posts application should be made in separate letters, each stating the post for which the spouse wishes to be considered. For all posts a substantial commitment to extra-curricular activities will be an advantage and candidates should indicate relevant interests in their letter.

Applications for secondary school posts should be addressed to the Principal of the school concerned. Applications for primary posts should be sent to the Deputy Secretary (Primary), The English Schools Foundation, GPO Box 11284, Hong Kong.

Information will only be sent to selected candidates who will be asked to complete formal application procedures. A candidate who has not received a reply by the end of February should assume his application has been unsuccessful. Interviews will be conducted in London between 21 and 26 March 1983.

The Foundation at present manages four secondary and eight primary schools. Additional schools are being planned. All the schools are co-educational and follow a normal English pattern of Education. Salaries are paid in Hong Kong currency. The scales for assistant teachers conform to the UK Burnham structure and Scale 1 commences at HK\$4,770 per month and the Senior Teacher scale reaches a maximum of HK\$18,855 per month. The value of the salary points are expected to be further adjusted from April 1983, to meet changing costs of living. The lists below indicate the intended grading of senior posts where other appointments may be on scales higher than 1 where appropriate.

Contracts are for two years and are renewable. A gratuity of 26% is paid at the end of each contract period. Air passages, medical services and subsidised housing are provided for overseas recruits.

SECONDARY SCHOOLS

SOUTH ISLAND SCHOOL (Principal Mr M. J. Taylor)
Co-Educational, Group 10, 700 pupils with 80 in the developing Sixth Form, requires the following for September 1983:

A) DEPUTY PRINCIPAL to share administrative duties including Timetabling, Examinations, Curriculum Development, Finance, Welfare and Discipline with the other deputies. The appointee will be expected to teach about half a timetable.

B) HEAD OF ENGLISH (Scale 4) who will act as Chairman of the Faculty of Express Arts.

C) HEAD OF HISTORY (Scale 3).

D) HEAD OF PHYSICAL EDUCATION (Scale 3).

Scale 1 for Teachers of:

E) CHEMISTRY to 'A' Level.

F) BIOLOGY to 'A' Level.

G) ART (with some Pottery).

H) MATHEMATICS.

I) TECHNICAL STUDIES.

J) REMEDIAL EDUCATION (with some Special Education).

Candidates for all posts should mention any subsidiary subjects that they can offer.

In addition to the above, Teachers of combinations of the following subjects are required:

Physical Education, French, Typing and Commerce, English, Music and Home Economics.

Application should be made to: The Principal, South Island School, 5 Eastern Hospital Road, So Kon Po, Hong Kong.

ISLAND SCHOOL (Principal presently Mr C. J. Orver who will become Headmaster of Barkhamstead School in September 1983) Co-Educational, Group 12, 1200 Pupils with 220 in the Sixth Form, requires for September 1983:

A) DEPUTY PRINCIPAL to share administrative duties including timetabling, examinations, curriculum development, finance, welfare and discipline with the other deputies. The appointee will be expected to teach about half a timetable.

B) A FURTHER DEPUTY PRINCIPAL who would be appointed from 1 January 1984. The post's responsibilities will be as detailed for Post A.

C) HEAD OF HISTORY (Scale 3).

D) HEAD OF GIRLS' PHYSICAL EDUCATION (Scale 3).

E) A TEACHER OF ENGLISH (Scale 1 or 2) possibly to be 2nd in department and must have a strong interest in sixth form teaching.

F) A TEACHER OF FRENCH (Scale 1 or 2) possibly to be 2nd in department.

G) A TEACHER OF HISTORY (Scale 1) with a second subject e.g. Music or Religious Education.

Applications should be made to: The Principal, Island School, 20 Barrett Road, Hong Kong.

KING GEORGE V SCHOOL (Principal Miss A. M. Smith)
Co-Educational, Group 11, 1000 pupils with 150 in the Sixth Form, requires for September 1983:

A) A TEACHER WITH RESPONSIBILITY FOR COMMERCIAL SUBJECTS (Scale 2 or 3) ability to teach Principles of Accounts to 'A' level an advantage.

B) A TEACHER WITH RESPONSIBILITY FOR COMPUTER STUDIES (Scale 2) with Physics as a second subject.

C) A TEACHER OF PHYSICS/CHEMISTRY (Scale 1) with ability to teach Junior Nuffield Science.

Application should be made to: The Principal, King George V School, 2 Tin Kwong Road, Kowloon, Hong Kong.

Please note that a firm commitment to extra-curricular activities and/or the coaching of games will be expected by all principals.

PRIMARY SCHOOLS

QUEENSLAND SCHOOL (Principal Miss O. Handyside) Group 8
A) GENERAL TEACHER (Scale 1) Boys PE and Games an advantage.

KOWLOON SCHOOL (Principal Mr G. T. Davies) Group 7
A) DEPUTY PRINCIPAL (Group 7) Social

BI HEAD OF DEPARTMENT (Scale 3) Language Development

PEAK SCHOOL (Principal Miss P. L. Young) Group 8
A) HEAD OF DEPARTMENT (Scale 3) Curriculum Planning and Development also Remedial Education Primary 1-4
B) GENERAL TEACHER (Scale 1) Boys Games and PE an advantage

QUARRY BAY SCHOOL (Principal Miss J. M. Mackenzie) Group 8
A) HEAD OF DEPARTMENT (Scale 3) Language Development - TEFL an Advantage.

B) GENERAL TEACHERS (Scale 1) Junior and Infants.

Applications are invited for other Scale 1 or 2 posts that may become vacant.

OVERSEAS
continued

SWEDEN

THE SWEDISH UNIVERSITY
The British Council is recruiting teachers to teach English in Sweden from September. Classes are for adults with some work experience. The majority of schools are in the Stockholm area and are mostly in the city. A few schools are available in other parts of Sweden. Teachers are required to have a minimum of 5 years' experience. Applicants must be native speakers of English and hold a degree or equivalent qualification. Salary is £15,000 per annum plus 10% for housing and 10% for pension. For further details and application forms, contact the British Council, 100, Strand, London WC2R 0AL. Tel: 01-585 5551.

TOKYO

Wanted: S.A. degree teachers with two years teaching experience for English, Science, Maths and Art. Salary £15,000 per annum plus 10% for housing and 10% for pension. For further details and application forms, contact the British Council, 100, Strand, London WC2R 0AL. Tel: 01-585 5551.

BOTSWANA
POLYTECHNIC

Invites applications for the following:

SENIOR LECTURER - TELECOMMUNICATIONS (82D4)
FTC in Telecommunications, HNC/HND in light current Electrical Engineering preferred, with at least six years teaching and five years industrial experience. To be responsible for teaching all light current electrical subjects, organise and supervise Telecommunications and Electronics Lab; to teach Telecommunications and Electronics on CGLI courses, eg. 270 and 280; assist in departmental administration.

LECTURER - THERMODYNAMICS (82D5)
HNC/HND with minimum four years teaching and five years industrial experience. To teach Thermodynamics, Theory of Fluids and Power Production up to HTD level on courses such as CGLI 280 and 290; assist in operation and development of the Thermo/Plant & Hydraulic Laboratories.

SALARIES

Senior Lecturer in range £11,755-£14,098
Lecturer in range £9,627-£13,288
(Inclusive of a tax free supplement paid by the British Government under its aid programme)
Appointments are on contract to the Government of Botswana for an initial period of 30-36 months commencing as soon as possible (Thermodynamics) and September (Telecommunications).
Candidates must be citizens of the United Kingdom.
25% terminal gratuity; economy air passages; housing; education allowances and holiday visit passages for children; and interest free advance of £2,700 and an appointment grant are payable in certain circumstances.
Further particulars and application forms obtainable from the British Council Overseas Educational Appointments Department (D/Tec), 30/31 Tottenham Court Road, London W1P 0DT. Tel: 01-580 5572, Ext. 24.

HAVANA CUBA

Head of
International School

The Foreign Students School Havana requires a Head to commence in August 1983. The School caters for a large number of nationalities, mostly children of diplomats. In the age range from kindergarten to 16. The medium of instruction is English. At present there are 61 pupils.
CANDIDATES should be native English speakers, qualified teachers with sound administrative experience. They may be single or married and a speaking couple would be preferred. Knowledge of Spanish and EFL experience are desirable.
SALARY will be tax free between £10,000 and £12,000 per annum depending on qualifications and experience, plus free accommodation subject to maximum charge of 10% of basic salary. Three year contract.
For further details and application forms, contact the British Council, 100, Strand, London WC2R 0AL. Tel: 01-585 5551.

Gabbitts-Thring

Administration
Local Education
Authority

BARNET

EDUCATION DEPARTMENT

RESIDENTIAL SOCIAL

SENIOR RESIDENTIAL

CARE OFFICER

CHILD CARE OFFICER

RESIDENTIAL SOCIAL

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